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ABSTRACT

The Career Education Model of the Orange County Consortium (OCC), consisting of two school districts and a community college district, is a comprehensive educational program focusing on careers, which begins in the preschool years and continues through adult education. The interim report on this model opens with a brief summary of the goals, procedures followed, and project results, with subsequent evaluations and recommendations. The body of the report stresses the broad areas of the model: an explanation of the problem area which generated the project; a survey of related literature; a description of performance objectives for students, parents and community, and educators; a description of management and program objectives; a description of the student population; the location of minority groups; curriculum unit and media development; facilitators and coordinators with other projects; second-year project results; and an overall evaluation with a brief discussion of the conclusions and recommendations. The remaining two-thirds of the document consists of appendixes including: career education taught through creative puppetry, material relating to the OCC career education curriculum proposal, and a description of the Project Activity Management and Evaluation System (PAMES) for 1974-75. (BP)

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INTERIM REPORT

Project No. V 261006
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CAREER EDUCATION MODEL

ORANGE COUNTY CONSORTIUM

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.D. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July, 1974

CE 002 619

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CAREER EDUCATION MODEL

ORANGE COUNTY CONSORTIUM

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SUMMARY OF REPORT

Period Covered:
June 1, 1973 - May 31, 1974

Goals and Objectives Of The Project:

Three specific goals have been set for the Career Education Model, Orange County Consortium. They are:

1. Development of vocational awareness programs for grades pre-school - 6.
2. Development of programs related to 15 occupational clusters to be included in grades 7, 8, 9, and 10.
3. Development of selected vocational preparation programs for grades 11-12 at the community college under the Veysey Bill and on the local high school campus.

Specific objectives of the Project as outlined in the original proposal are as follows:

1. To increase the student's interest in and awareness of occupations in his community.
2. To increase the student's interest in academic subject matter areas by incorporating occupational information into the curriculum.
3. To increase the interest of parents, teachers, and students in occupations.
4. To increase interest in employee abilities and attitudes by students, teachers, and parents.
5. To increase satisfaction with curricular offerings.
6. To increase interest in post-secondary training.
7. To increase interest in occupational course offerings at the high school level.

8. To increase interest in obtaining entry-level skills.
9. To increase the student's knowledge of the occupational environment and his own abilities.
10. To increase the number of "rational" occupational decisions.

Procedures Followed:

The second year of the project has been involved with the development of the Career Education Model in the following components:

1. curriculum development K-14 in Manufacturing, Marketing & Distribution, Transportation, Public Service, Marine Science clusters;
2. field testing of curriculum, guidance, and media materials developed during the first year;
3. development of the guidance component K-6;
4. "Career Education Through Creative Puppetry" workshops;
5. utilization of target school facilitators;
6. extensive inservice sessions with facilitators, administrators, counselors, teachers, community groups, parents and on-site visitors;
7. coordination and infusion of career education with district, county and state curriculum guides;
8. expansion efforts to non-target schools.

Results: Accomplishments

This second year of project activity has produced a number of positive results. (1) Continued inservice with the target school staffs, Boards of Education, and the general community in order to make these publics aware of the concept of career education as it relates to our community; (2) career guidance centers have been equipped and implemented in all target schools; (3) more than 65 career education units have been developed in five additional cluster areas; (4) teachers from all levels and all disciplines were given the opportunity,

through the project, to develop units on an individual-contract approach and participate in media development activities (5) leadership has emerged through teacher participation in curriculum development activities which can be utilized for production of materials during the final year of the project.

Evaluation

Evaluation of the project during the second year was from two sources. Third party evaluation was provided through the California State Department of Education utilizing Eductional Testing Service. The Consortium continued the contracted services of Tadlock Associates, Inc., for internal evaluation and consulting services for the Project Management Team.

Conclusions and Recommendations

Definite accomplishments have been made in the direction of implementing career education this year.

A number of conclusions have been reached based on experience during the first and second year. Among them are the following:

1. Career Education as a concept seems to have gained inroads among the administrators, counselors, teachers, and students in the pilot schools.
2. The project staff has built strong rapport with the staff in most of the pilot schools. The project staff was well regarded and generally praised by pilot school personnel for the job it has done during the past year.
3. The facilitators in each pilot school provided an important communications link between the project and the pilot school faculty.
4. An acceptance of and positive attitude toward the project seemed to prevail among most of the administrators and faculty. There was general support for continuing the project for the third year.

5. The implementation of career centers or career corners was complete in the pilot schools. These were being used in varying degrees by students and teachers with growing success.

6. The course on Creative Puppetry was viewed by all who took it as highly successful. This course was an indication of how creative methods of infusing career education in the curriculum can be employed. A complete summary of teacher reactions is contained in Appendix A.

II

BODY OF THE REPORT

Problem Area

This project will create a bridge between school and earning a living by making the students aware of the various occupations available to them from the fifteen major occupational clusters. This activity will start at the pre-school level and continue through the fourteenth grade. The students will become aware of these occupations via gaming simulation, multi-media, programmed instruction, field trips and curriculum re-development which will include career orientation as a course objective. The students will be oriented in the various career occupations and fifteen occupational clusters beginning at the seventh grade level and continuing through the fourteenth grade via course instruction, teacher in-put, career guidance centers, career guidance counseling and Work Experience Education. The exploration of career occupations and fifteen occupational clusters will begin at the eight grade level and continue through the twelfth grade. This will be accomplished by re-designing the course content in Industrial Arts, Home Economics, Business Education, Fine Arts, Physical Education, Math, Science, Work Experience and English. The preparation will begin at the tenth grade level and continue through the fourteenth grade. This will be accomplished through skills development courses such as Industrial Education, Business Education, Vocational Education, Work Experience, Fine Arts, Math, Science, English and Cooperative Education. The sequence of experience will prepare the students to become contributing and productive members of society. The project will promote and encourage students to become involved in apprenticeship training programs.

Research from EPIC, Department of Labor, and HEW will be reflected in the curriculum re-development. Within the districts served by the project, 1700 individuals are presently involved and the number will increase as a result of this project. A data processing system for student placement and record of work stations and the use of industries in the work experience program will continue to be used and expanded.

The project will effect a change in the students' preparation for the WORLD OF WORK by making a concerted effort to provide for the individual differences of each student. Special effort will be made to identify the needs of each student at as early an age as possible. A Career Guidance program will begin at the upper level and continue through fourteenth grade and adult education. An integral part of the project will be the expansion of adult education skills training programs, the development of sheltered work shops for the mentally and physically handicapped, and placement guidance programs for the socially and economically disadvantaged.

Society's rapid change in employment needs and the corresponding lack of people with employable skills have made a re-examination of total educational systems in the schools necessary. Hundreds of new job classifications are created each year. Advances in technology keep employment demands in continual flux, requiring students to be prepared to adapt to four or five occupations in a lifetime. Population mobility requires that student skills have universal application. Future job specifications demand higher qualifications with greater emphasis placed on mental skills and positive work atttitudes. A realization of these trends is a pre-requisite to the establishment of a dynamic district Career Education model. The Orange Unified School District, Santa Ana Unified School District and the Rancho-Santiago Community College District are among those districts that recognize the demand to provide opportunities for students to realize, develop, and attain employable skills.

The United States is committed to being a world power and an industrial leader; therefore, public education must strive to produce a trained work force adapted to the rapidly changing technology found in the market place of employment.

The goal of education for the 70's is to provide each individual with the knowledge, skills, and attitudes that will enable him to become gainfully employed as a wholesome, productive member of society. A fresh educational philosophy must emerge in order that every child upon leaving high school shall have acquired an entry-level employable skill, no matter how insignificant the skill or occupational choice may seem at the time. A basic employable skill will supply each youngster with a feeling of confidence and accomplishment, will put money in his pocket and let him "work" his way through maturity until HE decides what re-training or further education he needs in order to move on to the next career choice. This "new career education philosophy" is just as meaningful to the college-bound student be cause it enables him to work his way through school with more ease. His earning power would be greatly increased. He may not have to rely on a difficult-to-obtain and more difficult-to-pay-back student loan, or parental support. In addition to these objectives the college bound student will have acquired a much better understanding of the people with whom he will work, guide, and direct.

Our Career Education Plan is a comprehensive educational program focused on careers, which will begin in pre-school and continue through adult education. Central to -- and mandated by -- the concepts that career decisions must be made by sensible choice rather than haphazard chance and that the actual preparation for initial entry into career in an organized purposeful manner is a self-evident contemporary requisite, is the proposition that

public education, from pre-school through college, must set about making arrangements of organization and instruction that will accomodate such needs. From these needs emerges an identifiable, measurable, and realistic theme, CAREER EDUCATION.

A priority objective of public education and the objective of the Orange and Santa Ana Unified School District and Rancho Santiago Community College District, is to measurably achieve students' successful employability in occupations, both gainful and useful, which represent a reasonable match of both the talent and the ambition of every citizen.

Survey of Related Literature

With a few exceptions, realistic job choice is made in early adulthood. To some degree the way in which young persons deal with their occupational choices is indicative of their general maturity, and, conversely in addressing the latter, consideration must be given to the way in which they are handling their occupational choice problems.[1]

In a statewide inquiry held in Wisconsin and sponsored by the United States Office of Education, K.J. Little obtained information relative to 4,186 non-college youths. Only 8.7% indicated plans for obtaining specific vocational education, but the action of the same body of students indicated that 15.9% went into vocational programs. While the forces promoting youth to acquire education beyond high school are clearly visible, formal education concluded at the end of high school for 60% of the group; for 73% education stopped short of completing the baccalaureate degree.[2]

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[1]Ely Ginzberg, Occupational Choice, (New York: Columbia University Press, 1951), page 60.

[2]Kenneth J. Little, "The Occupations of Non-College Youth," The American Educational Research Journal, 4(March, 1967), page 153.

An important item of unfinished educational business, then, is conceiving and developing realistic and practical programs of middle education (occupations that include clerical workers, sales workers, craftsmen, foremen, and subprofessional technicians), the level between mid-high school and mid-college during which 3/4 of American youths end their formal schooling. These are the youths who as adult workers occupy the great range of middle level occupations and who as citizens are the bedrock of a democratic society.[3]

A nationwide study of vocational course graduates based upon a representative sample of high school was conducted under the sponsorship of the Ford Foundation and directed by Max Eninger. It describes the salient, post-high school level trade and industrial vocational courses. Data collected indicated that 43% of the students received a job opportunity. This was based on the incomplete information which had been provided concerning opportunities. This information did not necessarily correspond with the actual job opportunities after graduation. The second most frequently acknowledged influence was that of the parents. Friends of the same age group were third. The relatively small influence of the school personnel is striking. Only 15.1% reported a school teacher and 12.3% reported that the counselor or guidance personnel had any influence on the decision to study vocational courses. The percentage of vocational graduates

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[3] Little, page 153

who entered the trade for which they were prepared was 29.8%. This percentage decreased during the years of low employment in the United States.

Regarding mobility, the Bureau of Census reports that of the 185.3 million persons one year old who were living in the United States in March 1964, 36.3 million or 19.6% had been living at different addresses in the United States in March of 1963.

The peak mobility rate occurs among persons in their early twenties, the age at which most young people leave their parental home to find employment.[4]

An important implication for vocational education with reference to geographic mobility of population was proposed by Kimball Wiles.

> Vocational education can no longer be planned solely in terms of the community in which a high school exists or half of the average school graduates will migrate to another community and will go to another state. Seemingly the wisest step for curriculum planners to take, then, is to study industrial and commercial operations and plan in terms of clusters of competency. When a student has developed a particular set of abilities he may enter a variety of related occupations.[5]

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[4] Max U. Eninger, The Process and Product of the T.N.I. High School Level Vocational Education in the United States, (Pittsburg: American Institute of Research, 1965), pages 5-16.

[5] Kimbal Wiles, Changing Curriculum of the American High School, (Inglewood Cliffs: Prentice-Hall, Incorporated, 1963), page 126.

The importance of mobility on a geographic basis was further emphasized by Grant Venn, in Man, Education and the Work (p. 130). Too, there is need to provide students with transferable skills to enhance mobility for varied jobs within an industry or occupation. [6] The Bureau of Labor Statistics has found that during 1961, of some 8 million workers, 10% of that number were shifted from one employment to another.

The rate of job change in 1961 was highest among men and women beteen the ages of 18 and 24 who were largely unskilled and had little education.[7] An implication for the nature of vocational education was proposed by James E. Russell in the publication Automation and the Challenge of Education: Therefore, to the extent that the school tries to develop employable skills, it should aim at transferable skills and should not attempt to train persons for specific jobs that are only temporarily open.[8]

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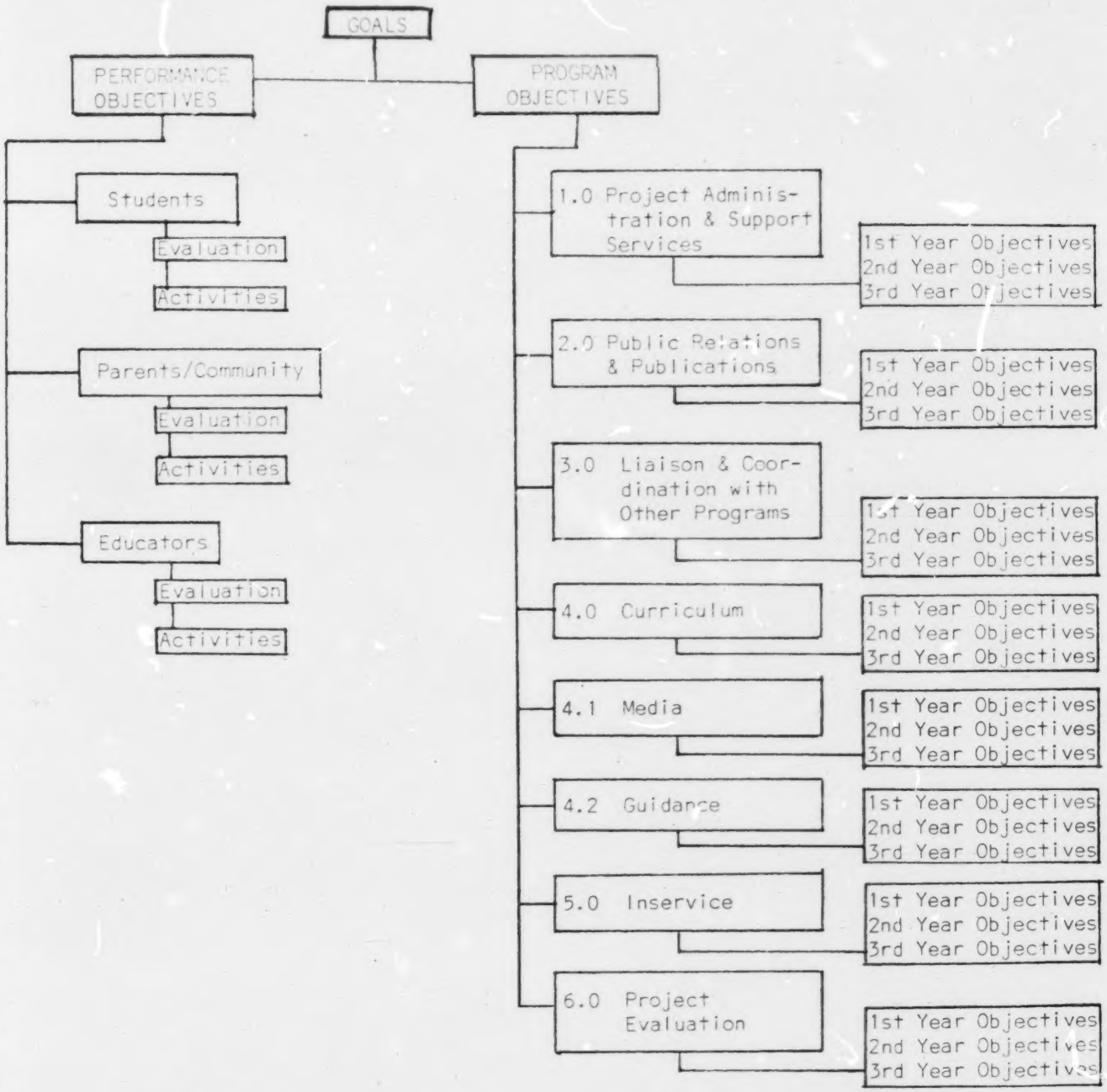
[6]Grant Venn, Man, Education and Work, page 130.

[7]Special Labor Force Report, Number 35, Washington, D.C., United States Department of Labor, Bureau of Labor Statistics, 1963, page 2.

[8]James E. Russell, Education Implication of Automation as seen by an educational policy planner titled Automation and the Challenge to Education. Proceedings of the symposium sponsored by the Project on Educational Implementation for Automation, Washington, D.C., National Education Association, 1962, page 42.

FIGURE I

GOALS AND OBJECTIVES OF THE PROJECT



GOALS AND OBJECTIVES OF THE PROJECT

1.0 STUDENTS - PERFORMANCE OBJECTIVES

Target: Students in pilot schools, who have used Career Information Centers and participated in career education activities sponsored by the Orange County Consortium, Career Education Project.

1.1 Students will increase their awareness of careers and career opportunities in the community.

Evaluation: Student awareness of careers and career opportunities will be measured by:

1. positive and successful performance on curriculum unit evaluation (test items).
2. an increase in positive responses on Orange County Consortium, Career Education Model post-tests of career education concepts.
3. an increased number of students utilizing the Career Information Centers and career areas in their schools, as indicated in facilitators' reports of the use of centers and areas.

Activities: The following activities have been designed to achieve Objective 1.1 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- Career Information Centers/areas
- Career exploration in education courses
- Central County Regional Occupational Program courses
- Core career curriculum programs (i.e. construction technology, math, English, social studies)
- "The Kingdom of Could Be You" film series (primary emphasis K-3; some use in 4-8)
- Career curriculum units - taught in classrooms throughout all three districts
- Career media - developed and/or purchased by the project, for

use in the classroom

- Local School Community Resource Guide, developed by school facilitators for the local area of that school only
- Use of "101 Career Activities" in classrooms, provided by Orange County Consortium
- Career activities in the classroom as recorded in facilitators' reports
- Counseling component K-12
- VIEW, Job-O, Priority Counseling Survey
- Psychology 48 (Santa Ana College)
- OVIS
- Lorge Thorndike
- Guest speakers

1.2 Students will increase their awareness of the relationship and applicability of academic and general subjects taught in school to the concepts of career education.

Evaluation: Students' awareness of the relationship and applicability of academic and general subjects to the concepts of career education will be measured by:

- positive and successful performance on curriculum unit evaluation/test items where applicable
- an increase in positive responses on Orange County Consortium, Career Education Model post-tests of career education concepts
- increase in number of students responding positively to a survey of the value of their school curriculum and counseling experiences

Activities: The following activities have been designed to achieve Objective 1.2 and have been sponsored by the Orange County Con-

sortium and/or in conjunction with a variety of other school departments or groups.

- Career Information Centers/areas (areas are used in elementary rather than centers)
- Core career curriculum
- Career media
- Career curriculum units
- Coordination with district curriculum coordinators, in planning/developing new curriculum with career emphasis
- Use of community resources - illustrates job market needs and characteristics that can be fulfilled in school
- 101 Career Education Activities list
- Counseling component K-14

1.3 Students will increase their awareness of the educational and training requirements for entry and advancement in a variety of occupational fields.

Evaluation: students' awareness of educational and training requirements for entry and advancement in occupational fields will be measured by:

- Evidence of increased student preparation for work experiences (Regional Occupational Program and Vocational Education)
- Assessment of students' awareness of above as found in career curriculum units and career media units
- Increase in number of students enrolled in career and career-related courses
- Increase in number of students using Career Information

Center/area information

- Counseling component K-12
- VIEW
- Job-O
- Priority Counseling Survey
- OVIS
- Lorge-Thorndike

Activities: The following activities have been designed to achieve Objective 1.3 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- Career Information Centers/areas
- Career exploration in education courses
- Central County Regional Occupational Program courses
- Core career curriculum programs (i.e. construction technology, math, English, social studies)
- "The Kingdom of Could Be You" film series (primary emphasis K-3; some use in 4-8)
- Career curriculum units - taught in classrooms throughout all three districts
- Career media - developed and/or purchased by the project, for use in the classroom
- Local School Community Resource Guide, developed by school facilitators for the local area of that school only
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- Counseling component K-12
- VIEW, Job-O, Priority Counseling Survey
- Psychology 48 (Santa Ana College)
- OVIS
- Horge Thorndike
- Guest speakers

1.4 Students will increase their awareness of their own interests and aptitudes as they relate to career choices and leisure time activities.

Evaluation: Student awareness of interests and aptitude related to career choices and leisure time activities as measured by:

- Improved results on aptitude and interest tests (i.e. OVIS, GATB, etc.)
- Orange County Consortium, Career Education Model student follow-up results indicating a significant positive relation of interests and aptitudes to career choice and to leisure time activity.
- Increases in use of Career Information Centers/areas

Activities: The following activities have been designed to achieve Objective 1.4 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- Occupational aptitude and interest inventories administered at 9th and 11th grade, and upon student request.
- Community Classrooms, ROP courses, VEA Work Experience courses, Career Exploration in Education, Community Lab, Exploratory Work Experience, Public Service Occupations infusion
- Use of career curriculum units and career media
- Use of Career Information Centers/areas

- Career units on recreation and leisure

- Career activities on recreation and leisure

2.0 PARENTS AND COMMUNITY - PERFORMANCE OBJECTIVES

Target: Parents of students who are enrolled in pilot schools. Community.

2.1 Parents and other members of the community will increase their awareness and support of the concept of career education.

Evaluation: Community and parent awareness and support of the career education concepts will be measured by:

- number of community presentations made by project management team

- number of parent/community members visiting the Career Information Centers/areas in the local schools

- number of parent/community members acting as resource personnel in the classroom (s)/schools

Activities: The following activities have been designed to achieve Objective 2.1 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- inservice on career education concepts and the Orange County Consortium in the community:

  - service clubs
  - city government committees
  - labor unions
  - parent/school groups, Board of Education
  - coffee klatches
  - cultural organizations
  - women's clubs
  - CHEER program
  - tours of project schools and project activities for visitors outside the educational community
  - newspaper releases of a variety of project activities
  - facilitators' newsletters to parents/community to visit Career Information Centers/areas
  - local and district advisory committee

2.2 Parents and other members of the community will increase their awareness of the goals, program objectives, and activities of the Orange County Consortium, Career Education Project.

Evaluation: Parent and community awareness of the Orange County Con-

sortium will be measured by:

- number of community presentations made by project management team
- number of parent/community members visiting the Career Information Centers/areas in the local schools
- number of parent/community members acting as resource personnel in the classroom(s)/schools

Activities: The following activities have been designed to achieve Objective 2.2 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- inservice on career education concepts and the Orange County Consortium in the community as delineated under Activities in 2.1

2.3 Parents will demonstrate an awareness of the career planning and decision-making process that is available for their children in the pilot schools.

Evaluation: Target school parents' awareness of the career planning and decision-making process will be measured by:

- a parent survey designed to assess the above (parents of students visiting Career Information Centers/areas)
- positive parental response to Career Information Center/area visitations (OHS)

Activities: The following activities have been designed to achieve Objective 2.3 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- administer parent survey to assess parents' awareness of the decision-making process
- visitor questionnaire in Career Information Centers/areas

3.0 EDUCATORS - PERFORMANCE OBJECTIVES

Target: (1) administrators, teachers and counselors in the pilot schools

(2) other district-level administrators and personnel

(3) other school administrators and educators in Orange County

(4) other interested educators in the state and nation

3.1 (1,2,3,4) will increase their awareness and support of the career education concept.

Evaluation: Increased awareness and support of the career education concepts by administrators, teachers in Orange Unified School District and in Orange County will be measured by:

- greater positive responses to an Orange County Consortium post-test assessment (compared to the pretest needs assessment of Fall, 1972)
- increased active involvement in career education activity in their respective schools/areas

Activities: The following activities have been designed to achieve Objective 3.1 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- district-wide post-test assessment (refer to pretest needs assessment

3.2 (1,2,3,4) will increase their awareness of the goals, program objectives, and activities of the Orange County Consortium, Career Education Project.

Evaluation: Awareness will be measured by:

- number of presentations made by project management team
- number of educators visiting the Career Information Centers/areas in the local schools
- number of educators acting as resource personnel in the classroom(s) and schools

Activities: The following activities have been designed to achieve Objective 3.2 and have been sponsored by the Orange County Consortium and/or in conjunction with a variety of other school departments or groups.

- inservice on career education concepts and the Orange County Consortium

3.3 Administrators in pilot schools will demonstrate their support of the Orange County Consortium, Career Education Project through the actions and decisions they make related to strengthening involvement in the project.

Evaluation: Documentation of career education in that school and the administrators' participation.

3.4 Teachers and counselors in the pilot schools will demonstrate their commitment to the Orange County Consortium, Career Education Project through their participation in a variety of designated project activities.

Evaluation: Documentation of teacher/counselor participation.

3.5 Teachers and counselors will increase the use of career education materials and information developed by and/or disseminated by the Orange County Consortium, Career Education Project.

Evaluation: Documentation of use of career education-sponsored and/or developed materials.

3.6 Teachers and counselors will create and use materials and activities that convey career education concepts to students.

Evaluation: Documentation of career education unit and media development and use.

MANAGEMENT AND PROGRAM OBJECTIVES

1.0 By the end of the project, the project director and management team will have developed and utilized throughout the three years a P.A.M.E.S. document in order to administer and manage the three year project activities; major functions outlined in the document will include:

1.0 Project administration

2.0 Public relations and publications

3.0 Liaison and coordination with other programs

4.0 Curriculum and media guidance

5.0 Inservice

6.0 Evaluation

Evaluation: evidence of completion of the above objective is the completed P.A.M.E.S. document on file in the project office.

1.1 Those subobjectives and corresponding activities for all functions found in the P.A.M.E.S. document will be revised each year according to project needs.

Evaluation: the revised P.A.M.E.S. document.

2.0 Public Relations and Publications

By the end of the third project year, the project management team will have developed an ongoing program of publications and public relations, the effect of which will promote community awareness and a positive attitude toward career education, and will solicit community help and participation in the implementation of career education throughout the project area.

Evaluation: (1) The degree of <u>community awareness</u> of the Career Education Project and <u>positive attitude</u> toward the career education concepts will be measured by a pre/post comparison of responses to a community/business and industry survey (the pretest is a component of

the project needs assessment). In addition to this survey, the Orange Unified School District will also provide pertinent data from a community/educational needs assessment.

(2) Community participation in the career education effort will be measured by tabulation of the following types of data:

.1 numbers of parents/business and industry representatives/community members participating in the classroom

.2 number of parents/business and industry representatives/community members hosting study trips/tours to their places of business or area of service

.3 numbers of community members and civic groups oriented by the project management team

.4 members and audiences receiving career education newsletter

.5 loans of career education materials and publications (audio-visual) to educators

3.0 Liaison and Coordination with Other Programs

By the end of the project the project management team and designated staff will have provided assistance and coordination with other major programs throughout the three districts.

Evaluation: anecdotal records of the following activities will be on file in the project office.

Cooperative meetings with the following groups:

Career Fair and Orange Mall Exhibit

Chairman & staff of Health Services

Industrial arts

Early Childhood Education & Staff

Math

Coordinator of Science Department

Business

Coordinator/Chairman English

Social Studies

Curriculum Coordinators

Guidance/Counseling

Mentally Gifted Minors program

Administrator of Curriculum

Curriculum Council

Consumer Homemaking Education Environmental Rehabilitation

Title I & Title VII

Art - Puppetry

Work Experience Teachers

Regional Occupational Program

Needs Assessment - District

Non-target schools

Special Education

Pre-school

Senior Teacher Projects

Computer Student Placement System

Charm

4.0 Curriculum

By the end of the project, the Orange County Consortium will have developed 250 curriculum units for use in grades K-adult in selected career clusters.

Evaluation: A completed list of units developed as well as original copies will be on file in the project director's office.

.1 By June 1, 1973, the Orange County Consortium will have developed curriculum units for use in grades K-Adult in the following five

clusters:

Business & Office:	K-3 - 2 4-6 - 4 7-9 - 3	10-12 - 10 13-14 - 2	21
Communications & Media:	K-3 - 3 4-6 - 1 7-9 - 4	10-12 - 5 13-14 - 3	16
Health:	K-3 - 4 4-6 - 1 7-9 - 2	10-12 - 4 13-14 - 2	13
Consumer & Homemaking:	K-3 - 4 4-6 - 3 7-9 - 3	10-12 - 5 13-14 - 3	18
Fine Arts & Humanities:	K-3 - 5 4-6 - 1 7-9 - 4	10-12 - 6 13-14 - 3	19

.2 By June, 1974 a total of seventy curriculum units K-Adult will be developed by the Orange County Consortium in the designated career

.3 By June 1, 1974 60% of the revised curriculum (85) and media (30) materials developed during the first project year will be field-tested in the target schools.

Evaluation: 60% of the students involved in the field-test will indicate a favorable response on the posttest to the career education concepts in the unit being field-tested.

4.1 Media

By the end of the project, the Orange County Consortium will have developed multi-media support items for 30% of the curriculum units.

Evaluation: A completed list of media developed as well as original copies will be on file in the project director's office.

.1 By June 1973 the Orange County Consortium will develop thirty slide tape presentations to be utilized with curriculum units and orientation presentations.

Evaluation: A completed list of media presentations and a set of original exhibits will be on file in project director's office. Included also will be a record of teacher use of those media presentations.

.2 By June 1974 multimedia support items will be developed for at least twenty-five curriculum units.

Evaluation: A completed list of media presentations and a set of original exhibits will be on file in the project director's office. Included will be a record of teacher use of those media presentations.

4.2 Guidance

By the end of the project, the Orange County Consortium will develop a guidance component for grades K-14 which will be utilized by counselors and teachers in the three districts.

Evaluation: A completed list of units developed as well as original copies will be on file in the project director's office.

.1 By June 1973 development of a career guidance component 7-14 consisting of goals, objectives, activities, resources will be completed.

Evaluation: A completed copy of the 7-14 guidance components will be on file in the project director's office.

.2 By June 1974 the guidance component 7-14 will be field-tested in the Consortium.

Evaluation: 80% of the counselors involved in the field test will indicate a favorable response on a posttest of the 7-14 counseling component.

.3 By June 1974 development of a preliminary elementary guidance component K-6 will be completed, consisting of goals, objectives, activities and

resources.

Evaluation: A completed copy of the K-6 guidance component will be on file in the project director's office.

.4 By the end of the project, the Orange County Consortium will have provided funds for the development and/or upgrading of career centers/areas at the elementary, junior high, high school and community college levels.

Evaluation: Plans, proposals and budgets for development and/or upgrading of career centers/areas at each target school will be on file in the project director's office.

.5 During the project year 1972-73, the Orange County Consortium will provide each of the target schools with $800 for the development and/or upgrading of career centers.

Evaluation: Proposals from each target school for use of career education funds and budget will be on file in project director's office.

.6 During the project year 1973-74 the Orange County Consortium will provide each of the target schools with $1000 for the development and/or upgrading of career centers.

Evaluation: Proposals from each target school for use of career education funds and budget will be on file in project director's office.

5.0 Inservice

By the end of the project, staff members at each target school will have participated in a series of orientation and inservice meetings, and will demonstrate an increased awareness and a positive attitude toward the concepts of career education.

Evaluation: Evidence of completion of the orientation and inservice can be found in each quarterly report, copies of which will be on file in the project office and will be sent to the State Department and United States Office of Education. Documentation of the above will include summaries of structured interviews by the internal third-party evaluator and teacher and student survey instruments.

5.1 By the end of the 1972-73 school year, all target school staffs in the Consortium will have been oriented to the Orange County Consortium - Career Education Model, its goals, definitions and plans for development, implementation, and involvement of target school students, teachers, administrators and parents.

Evaluation: Evidence of completion of the orientation and inservice can be found in each quarterly report, copies of which will be on file in the project office and will be sent to the State Department and United States Office of Education. Documentation of the above will include summaries of structured interviews by the internal third-party evaluator and teacher and student survey instruments.

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5.2 By the end of the 1972-73 school year the following types of inservice will have taken place:

.1 Project Design Team (June 1972-August 1972) - approximately twenty-two people will meet to formulate the broad goals of the Career Education Project and make preliminary plans for conducting the Needs Assessment.

.2 Interview Team Inservice (September 1972) - at least twenty people will attend a one-day workshop to develop tools for conducting the Needs Assessment and to learn techniques for interviewing school and community personnel.

.3 Formal and Informal Parent, Community, and Public Organizations Orientation/Presentations (September 1972 through June 1973) - a minimum of ten presentations will be given to inform and orient non-target personnel and publics to the Orange County Consortium - Career Education Project, its goals, concepts, and progress.

.4 Non-target School Staffs and District Department Chairmen Inservice - and other schools as requested (September 1972 through June 1973) - a minimum of five sessions will be conducted to orient personnel to the Career Education Project, its goals and concepts.

.5 School District Boards of Trustees and/or Representative Committees (September 1972 through June 1973) - at least two per year given to inform each board or group of the Career Education Project components and ongoing activities.

.6 Pala Mesa Kickoff Conference (January 1973) - a minimum of 150 people (teachers, administrators, board members, state, county and federal departments of education, Career Education Task Force personnel and community leaders) will be oriented to the Career Education Project including all major components and the local,

state and national picture of career education.

.7 Curriculum, Guidance and Multi-Media Material Development Workshops (January 1973 through May 1973) - the Project Management Team will give technical assistance and training to at least 100 participants in production of curriculum, guidance and support media materials.

.8 Pilot Test Participants (Summer 1973) - the Project Management Team will instruct at least ten summer school teachers, counselors, and administrators in the pilot test and evaluation procedures for curriculum and media.

.9 Project Visitation Inservice and Orientation (Ongoing 1973) - the Project Management Team will host at least six visitation during which they will describe the Career Education Project components, their development and evaluation to all visiting personnel from outside the three districts.

Evaluation: Evidence of the completion of the above activities can be found in each quarterly report; documents pertaining to each individual activity are on file in the Career Education Project director's office.

5.3 By the end of the 1973-74 school year, the following types of inservice will have taken place:

.1 Formal and Informal Parent, Community, and Public Organizations Orientation/Presentations (September 1973 through June 1974) - a minimum of ten presentations will be given to inform and orient non-target personnel and publics to the Orange County Consortium - Career Education Project, its goals, concepts and progress.

.2 Non-target School Staffs and District Department Chairmen Inservice - and other schools as requested (September 1973 through June 1974) - a minimum of five sessions will be conducted to orient personnel to

9. Advisory Committee Meetings - 80% of the Career Education Project Advisory Committee will attend a minimum of two meetings during the project year 1973-74 or respond by mail to pertinent matters as presented on the Advisory Committee agenda.

5.4 By June 1974, a written plan for extension of career education to non-target schools that have indicated an interest in being included in the project will be developed and completed.

Evaluation: The written plan will be on file in the project office.

Description of Student Population

There are two high schools, four junior high schools and fourteen elementary schools included in the project. The median years of education for the districts' population is 12.2 years.

The Orange Unified School District and the Santa Ana Unified School District are communities with a total population of 260,000. The District covers an area of 180 square miles, with a population density of 1,016 people per square mile. The Orange and Santa Ana Unified School Districts are served by the Rancho-Santiago Community College District located in the center of Orange County, a major subarea in the Los Angeles metropolitan complex.

Location of Minority Groups

The location of the three barrios are (1) El Modena, unincorporated area east of Orange about ½ square mile in area; a prot of entry for emigrants from Mexico; (2) the northwest quadrant of the old city of Orange, about 1 square mile in area; also a port of entry for emigrants and boarding homes for school age children from Mexico; and (3) the southwestern section of Santa Ana about 2 square miles; another port of entry for emigrants and boarding homes for school age children from Mexico.

TABLE I
ETHNIC BALANCE

S = Santa Ana Unified
O = Orange Unified

YEAR	ENROLLMENT	AMERICAN INDIAN	BLACK	ORIENTAL	SPANISH SURNAMED	OTHER NON-WHITE	OTHER WHITE
1973	S 25,792	S .17	S 9.33	S 1.04	S 40.22	S	S 49.24
	O 28,471	O .0009	O .003	O .01	O .08	O 9.1	O 90.0
1972	S 27,145	S 0.25%	S 9.0%	S 1.0%	S 36.5%	S 0.8%	S 52.6%
	O 28,500	O 0.07%	O .12%	O 1.0%	O 8.3%	O 0.2%	O 90.6%
1971	S 28,140	S 0.3%	S 8.9%	S 0.9%	S 34.6%	S 0.7%	S 54.6%
	O 27,300	O .07%	O .12%	O 1.0%	O 8.3%	O 0.2%	O 90.6%
1970	S 27,412	S 0.2%	S 8.0%	S 0.8%	S 33.0%	S 0.4%	S 58.0%

[1] For further information on ethnic population see Interim Report - Career Education Project - Orange County Consortium, June 1, 1973.

FIGURE 2

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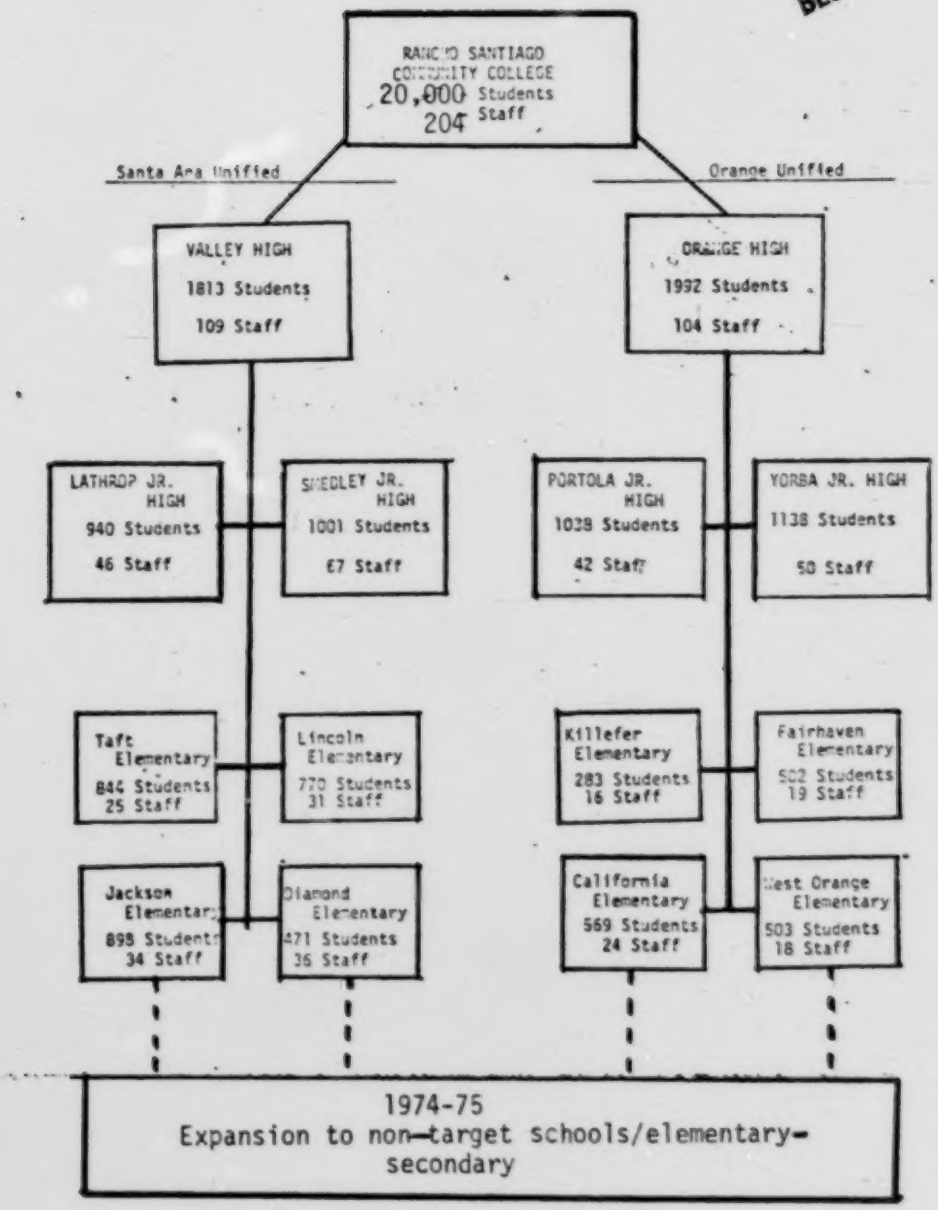
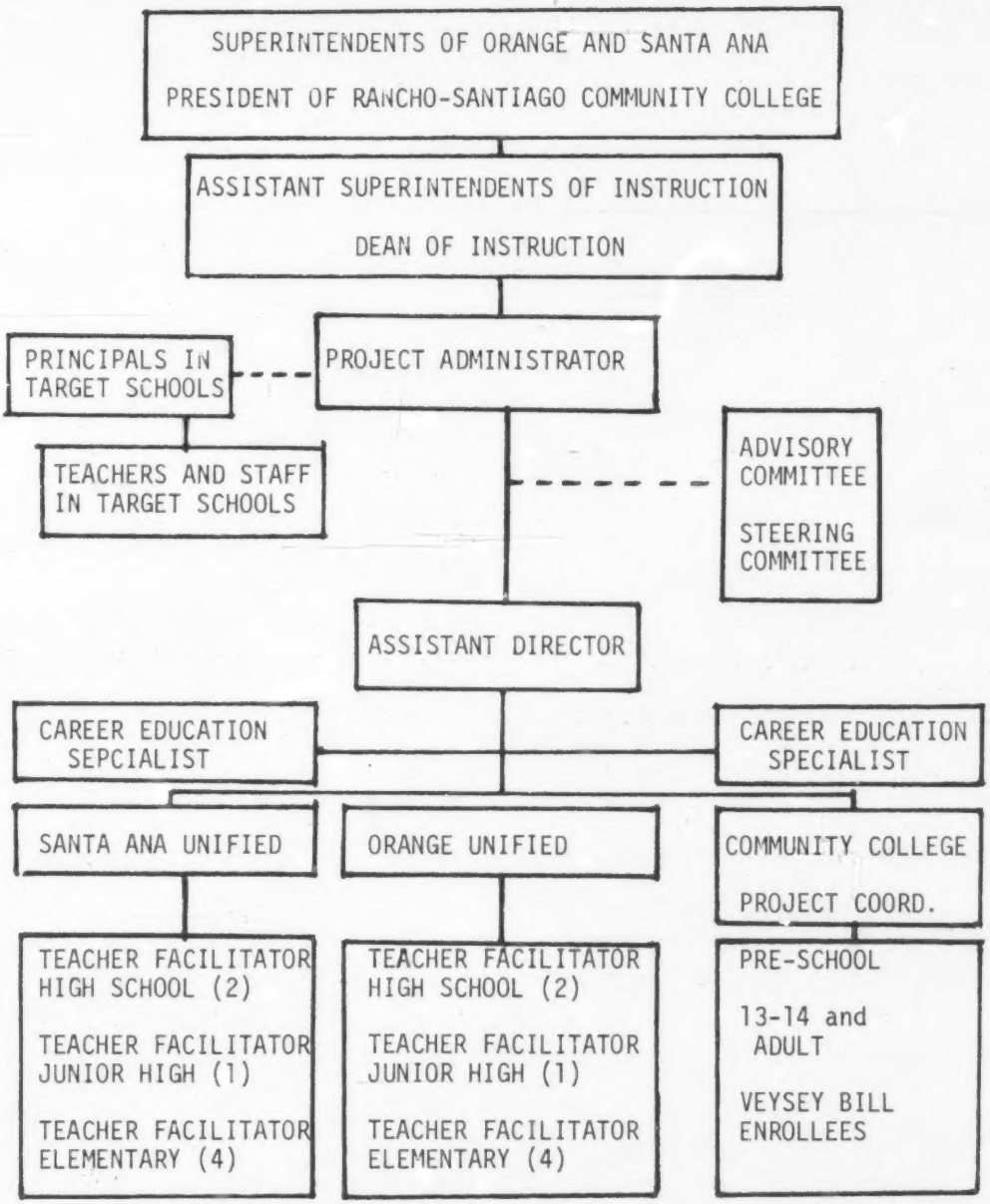


FIGURE 3

ORGANIZATIONAL CHART



Methods, Materials, Instruments and Techniques Used

The Career Education Project - Orange County Consortium is primarily a product - oriented approach. The development of materials for infusing Career Education into the existing curriculum, inservice to staffs in target and non-target schools, and the use of commercial materials where expedient has been the main thrusts of the program in the participating districts. The following activities have been included in the second year (1973-74) of the project.

Curriculum Unit Development

Curriculum development continued during the second year of the project to encompass the five new clusters previously mentioned. Approximately fifty-five teachers were involved in developing over sixty units in these clusters for grade levels K-14. A new approach to curriculum development was instituted this year which employed a Request for Proposal and a Prospectus designed to serve as a guide or model for developers. (See appendix B)

The five clusters emphasized this year are as follows:

(1) Transportation

(2) Public Services

(3) Manufacturing

(4) Marketing & Distribution

(5) Marine Sciences

The individualized procedure used this year has several advantages over the class/credit method employed during the initial project year. Although the total number of units produced was somewhat less than the previous year, the quality control which could be maintained through a one-to-one relationship between staff and unit developers had a district advantage. Teachers

were free to work at the task as their schedule permitted and provision was made for staff assistance as needed.

Approximately 70 K-12 units in the five cluster areas have been developed this second year. A list of titles and other pertinent information appears in appendix B.

A second major task in terms of curriculum units involved field testing of selected units by classroom teachers in schools in the three participating districts. Results of that field testing activity will be included in a quarterly report which will follow in September, 1974.

Guidance

In order to complete the guidance component for the project a team of seven elementary counselors from the Orange and Santa Ana Unified Districts worked from March through May developing goals, objectives, and activities for use by teachers, K-6. A sample of their product is found in Appendix ´. As with the curriculum units the approach was individualized with the team working at their own pace with project staff assistance as necessary. Memebers from the California State Department Personnel and Guidance Unit was brought in for assistance on direction during the time the group was working.

Media Development

A majority of the slide-tape packages prepared during the initial project year have been edited and distributed. In addition, a slide-tape presentation was developed for use with student in teaching the use of mass transit facilities for getting to and from community work/observation station. In addition to the activities described above, over forty teachers particiated in the development of puppets and scripts that were used to convey career

education concepts to junior high and elementary students. Cross-age activities were also reflected, as junior high students provided career education puppet shows for elementary students. The sessions entitled "Career Education Through Creative Puppetry" was part of an ongoing effort to create interest among teachers in career education and to foster alternative ways of presenting to students ideas, concepts, and information about career education, the Project sponsored a course in Creative Puppetry for teachers from the Orange and Santa Ana Unified School Districts. The course was taught by Betsy Brown. Two units of credit were given from California State University at Long Beach for participants who satisfactorily completed the course. The first class meeting was held on February 4, 1974 and the course ended on March 16, 1974. A total of 37 teachers enrolled in the course. (See Appendix A)

After completing the course, participants were asked to evaluate the course through a mailed survey instrument. Survey forms were distributed to all participants on the last day of class.

A total of 25 participants returned completed survey forms to TAI by April 26, 1974. The number of respondents from each district and grade level is shown below.

TABLE 2

NUMBER OF RESPONDENTS BY DISTRICT

Grade Level of Teachers	Total Responses	Santa Ana	Orange
K-3	11	3	8
4-6	9	2	7
7-9	2	1	1
9-12	1	--	1
Other	2	1	1
Total	25	7	18

The seven respondents from Santa Ana worked in six different schools; the 18 respondents from Orange worked in 13 different schools.

As part of the course, teachers were required to produce a puppet play for use in their classrooms. According to the pattern of responses from teachers, 20 participants thought their puppet plays would be usable by teachers at their intended level without any further editing or work, four thought their plays needed editing, and only one teacher was uncertain whether his play would be usable by other teachers.

Teachers were asked to indicate whether as a result of participating in the course they learned about career education. Eight respondents said they learned about career education very well, another 15 respondents said they learned well, and only two teachers remained uncertain about the meaning of career education.

Table A shows the pattern of responses to 11 evaluation questions that appeared on the survey instrument. Even a cursory review of the pattern of responses shown on Table indicates the strong level of satisfactory that participants felt about the course. Participants were especially taken by the enthusiasm and communication skills of the instructor (see item h). The only areas in which more than two respondents found any disagreement was with understanding course objectives (item d) and the pace of instruction (item e). In regard to the course objectives, one participant noted that the objectives regarding puppetry were clearly formulated but those for career education needed further definition. However, the general agreement with these items reveals that there were no major problems

Table 3

PATTERN OF RESPONSES TO
PARTICIPANT EVALUATION QUESTIONS

Evaluation Question	Number of Respondents: Strongly Agree	Agree	Disagree
a. I learned things about career education which are directly applicable to my present position.	6	19	--
b. I received necessary assistance from the staff to complete my assignment.	16	7	2
c. Now that the course is over, I feel that my time was well spent.	18	7	--
d. Objectives for this course were clearly formulated and defined.	9	13	3
e. The pace of instruction and work assignments was right for me.	12	10	3
f. The tasks and products that were expected of me in the course were clearly defined.	10	13	2
g. The physical facilities were comfortable and adequate for this course.	17	6	2
h. The instructor was enthusiastic and communicated clearly.	25	--	--
i. The instructor was consistently well prepared and organized.	22	3	--
j. For me the course achieved its objectives.	22	3	--
k. If another similar course were offered next fall, I would enroll again.	17	6	2

encountered by most course participants. This was substantiated by the following comments made by a few of the respondents.

- o I enjoyed the course very much. The instructor was wonderful and well prepared. I would like to see another course like this offered next fall.

  Primary grade teacher
  Santa Ana

- o I feel I would benefit even more if a program such as this could be given with special education youngsters in mind.

  TMR teacher, Santa Ana

Several important and unique features were employed in the offering of this course. First, all teachers agreed that a Project staff member could visit their classrooms to observe them use the puppet play that was produced during the course. This is a unique aspect of follow-up that is seldom found in college courses and workshops. Second, although the Project paid the costs of the course offered by California State University at Long Beach, no stipend was paid to the teachers who participated in the course; yet attendance approached the upper limits of the course (40 maximum). This indicates that courses related to both career education and the interests of teachers will be subscribed to without the need to pay stipends. Third, by opening up the course to teachers in schools other than the 15 pilot schools in the Project, the Project staff has taken an early step in spreading the model to other schools in the participating districts.

Facilitators

The use a one or more teacher facilitators in each of the project target schools proved to be a wise decision. Monthly inservice sessions were held at which time project staff and facilitators discussed problems and accomplishments. The facilitator was an extremely important communication link between the Project Management staff, building administrators, and

classroom teachers. (See appendix D) Monthly reports on career education activities and progress were submitted by the facilitator to aid in keeping staff on target and to provide direction.

Career Centers

Career centers have been established in each target school. This was accomplished through (1) allocation of space if none was previously available, and (2) purchase of hardware and software to equip each center. In some instances, a part of the media center was utilized; in other cases, unused or redirected space was made available. The facilitator worked closely with project staff and their respective school staffs in selecting media most applicable to their students and physical situation.

Where substantial efforts at establishing career guidance centers was underway prior to the project funding, efforts have been made to augment those center with additional staff and more recently developed materials.

This activity will continue through the third and final year of funding.

Coordination With Other Projects

Coordination activities with local, state and national levels were very evident during the second year of the Consortium. On a state level, one example is reflected by the field testing of materials from the Public Service Occupations project under the leadership of Dr. Patrick Weagraff.

At the district level, career education concepts were infused into the language arts, mathematics and English curriculums.

On the national level, in conjunction with UCLA and the United States Office of Education, the Consortium evaluated and tested sixteen career education films entitled, "The Kingdom of Could Be You." Over 557 individual children were interviewed to validate the effectiveness of these films. (See March 1, 1974 Quarterly Report)

Results and Accomplishments

Major accomplishments during the second project year have included the following activities or materials:

(1) Publication and distribution of two major newsletters.

(2) "101 Career Activities" for elementary and secondary

(3) "Units on Target" for dissemination a publication as a sample reflecting efforts in curriculum unit construction.

(4) A K-6 guidance component to be distributed complete with in-service package in the Fall of 1974.

(5) Dissemination of project information has been accomplished through the following means:

5.1 newsletters describing project activities; (See Appendix F)

5.2 on-site visits from other school districts including representatives from Helena, Montana; Casper, Wyoming; Portland, Oregon, as well as numerous sites in California. The project has provided these visitors with materials and methods for implementing career education in their respective districts or enlarging existing career education components;

5.3 materials have been mailed to over 100 districts and individuals who have requested assistance or information; (See Appendix

5.4 project activities have been highlighted at national, state, and local conferences. Among these have been the California Industrial Education Association, PTA groups, Kiwanis and Rotary, Migrant Education Conference, Association of California School Administrators, California Work Experience Education Association, Orange County Pupil Personnel and Guidance Association, various graduate and undergraduate level education courses in local and state colleges and universities. Thousands of people have been acquainted with the concept of career education through these group presentations.

(6) Approximately 70 new units have been developed by teachers for field testing during 1974-75.

(7) Teachers administrators, and parents in the participating districts have been made more aware of the need for career education as a part of the entire curriculum through inservice, workshops and curriculum development.

Evaluation

The final evaluation report from Educational Testing Service will be available in late September, 1974 and will be forwarded on that date. Any immediate questions related to third-party evaluation of the project should be referred

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one of the principal thrusts of this project a long with materials production, has been in the area of inservice. Realizing that the key to the success of any innovation rests with the individual teacher, a great deal of effort has gone into staff orientation, teacher workshops, and attitudinal development. From the onset of project activities in June, 1972, the project staff has made every effort to develop, within the ranks of teachers and administrators, an attitude conducive to success in implementing the concept.

The following techniques, using the services of Tadlock & Associates, were carried out at selected intervals during the year in order to ascertain progress and provide future direction.

1. A pre-test was administered to pilot school students in October 1973 and a post-test administered in May 1974.
2. A pre-test was administered to educators in the pilot schools in October 1973 and a post-test administered in May 1974.
3. On-site visits and interviews were conducted with administrators, teachers, and counselors in the 15 pilot schools in the fall school term (November) and again in the spring (May).
4. Ongoing conferences and communications were maintained with the project director and project staff members.

1.1 Pre- and Post-Test of Students

As part of the internal evaluation activities, a short pre- and post-test instrument intended for use with students in grades 7 through 14 was designed. The pre-test was administered to 416 students in the pilot schools in October 1973. The post-test was administered to 339 students in May 1974. (See Appendix E)

A comparison of the post-test results with the pre-test is shown on Table 4. Some of the highlights of the comparisons are as follows:

- 79.0 percent of the students taking the post-test in May said they had discussed career education during the school year. This was true of only 58.6 percent of the group taking the pre-test last October.
- The greatest increase in discussion of career education in class occurred at the junior high level in which there was a 28.5 percent increase between October and May.
- 74.0 percent of the post-test students in May believed students gave serious though to careers after leaving school. In October, 63.9 percent of the students indicated this.
- A larger percent of high school students indicated in May (85.9%) than in October (78.1%) that career education can help students understand other subjects.
- There was increased belief among students (about 5%) that school should prepare students for work and that school should help students find work after graduation.
- There seems to have been a significant increase between the fall and spring school term in the extent to which career education was discussed in class and the proportion of students who have given serious thought to a career after leaving school.

2.1 Pre- and Post-Test of Educators

Administrators, counselors, and teachers in the 15 pilot schools were given a pre-test in October 1973 and a post-test in May 1974. A Total of 347 educators participated in the pre-test and 321 educators completed the post-test. Table 5 shows a comparison of teacher responses in October 1973 and May 1974. In addition, Table 3 compares teacher responses with student responses for both the pre-test and the post-test.

Table 4

COMPARISON OF JUNIOR HIGH AND SENIOR HIGH STUDENT RESPONSES TO SELECTED ITEMS ON THE PRE- AND POST-TEST OCTOBER 1973 AND MAY 1974

Student Test Items	All Students October N=416[1/]	All Students May N=339[1/]	Senior High Students October N=229	Senior High Students May N=206	Junior High Students October N=187	Junior High Students May N=133
1) Discussed career education in class during the school year	58.6%	79.0%	67.2%	80.5%	48.1%	76.6%
2) Believe students give serious thought to a career after leaving school	63.9	74.0	67.2	79.1	59.8	66.1
3) Believe career education can help students understand certain other subjects	82.4	83.7	78.1	85.9	87.7	80.4
4) Believe school should prepare students for work	87.0	91.7	89.0	90.7	84.4	93.2
5) Believe school should help students find work after graduation	52.6	58.4	45.4	52.4	61.4	67.6
6) Believe career education is a growing influence	67.3	65.7	62.4	65.0	73.2	66.9
7) Where do students get the most help in exploring career possibilities?						
Teachers	18.5	15.9	13.5	13.5	24.5	19.5
Counselors	17.0	17.9	22.7	26.2	10.1	5.2
Parents/adults	38.2	37.7	34.9	29.6	42.2	50.3
Mass media	17.7	18.8	17.9	19.9	17.6	17.2
Other students	6.2	8.8	7.4	10.1	4.8	6.7

1/ Does not include Santa Ana College.

Source: Compiled by TAI from data processing printouts produced by the Santa Ana Unified School District, June 1974.

NOTE: Comparison of pre- and post-test results from teachers shown on Table 3 does not include responses from instructors at Santa Ana College or counselors at the junior high or high school level. Data from the computer analysis of post-tests of these educators were not available to TAI from the project at the time this report was prepared.

Comparison of Teacher and Student Responses. The information shown on Table 5 indicates the following:

- A higher percent of both teachers and students indicated that there had been discussion in classes about career education. There was a 20.4 percent increase in the percent of students who indicated there had been discussion of career education and a 17.6 percent increase in teachers who indicated this.

- A greater proportion of teachers (16.3% increase) and students (12.3% increase) indicated an increased frequency of career education discussion in classes.

- 82.5 percent of the students in May indicated general education was an important part of career education. This was true for 72.5 percent in October. 84.4 percent of the teachers indicated this in May but 89.0 percent indicated this in October.

- Although teachers (about 93%) retained generally the same belief about counseling/guidance being an important part of career education, 74.6 percent of the students in May felt counseling/guidance was an important part of career education compared with 68.0 percent in October.

- Although there was not a significant change in teachers' belief that schools should prepare students for work (about 88% in the pre- and post-tests), there was a slight increase in the percent of students who thought so (87.0% in October and 91.7% in May).

- There was a slight decrease in the percent of teachers who thought schools should help students find work after graduation (from 63.4% in October to 60.7% in May); however, there was an increase in the percent of students who thought school should help students find work (from 52.6% to 58.4%).

- All things considered, there seemed to be a shift in the minds of students and teachers alike in the pilot schools that career education has a viable place in the school curriculum. In some cases the teachers seem to be more supportive of the concepts of career education than students; however, the percent increase among students who became aware of career education was higher between the pre- and post-tests than it was among teachers.

3.1 On-Site Visits and Interviews

As part of the ongoing internal evaluation TAI conducted two on-site visits to each of the pilot schools during the 1973-74 project year. The first on-site visit was conducted in November 1973 and the second on-site visit was conducted in May 1974. During these on-site visits personal interviews were conducted by TAI with administrators, teachers, and counselors who were involved with the project. A summary of the findings from the first on-site visit to pilot schools is contained in Appendix B.

Table 6 shows a comparison of the number and type of educators who were interviewed by TAI during the two on-site visits. Table 7 contains the name and position of each educator who was interviewed. A number of conditions were in existence during the second on-site visit that TAI believes are noteworthy because they explain the slight difference in the sample of persons who were interviewed in November and May.

Table 5

COMPARISON OF SUMMARY OF EDUCATOR AND STUDENT
RESPONSES TO TESTS ADMINISTERED IN PILOT SCHOOLS
OCTOBER 1973 AND MAY 1974

Educator Test Items	Teachers October N=347	Teachers May N=321	Students (Grades 7-12) October N=416	Students (Grades 7-12) May N=339
1) Discussed career education in class during the school year	71.1%	88.7%	58.6%	79.0%
2) Discussed career education in class frequently or at every opportunity	24.7	41.0	18.0	30.3
3) Consider vocational education an important part of career education	84.7	84.1	68.2	69.9
4) Consider general education an important part of career education	89.0	84.4	72.5	82.5
5) Consider counseling/guidance an important part of career education	93.3	92.5	68.0	74.6
6) Believe students give serious thought to a career after leaving school	52.7	56.0	63.9	74.0
7) Believe career education helps students understand certain other subjects	94.2	93.7	82.4	83.7
8) Believe school should prepare students for work	88.4	88.1	87.0	91.7
9) Believe school should help students find work after graduation	63.4	60.7	52.6	58.4
10) Believe career education is a growing influence	71.9	73.8	67.3	65.7

Source: Compiled by TAI from data processing printouts produced by the Santa Ana Unified School District, June 1974.

Table 6

SUMMARY OF INTERVIEWS BY TYPE OF EDUCATOR CONDUCTED BY TAI DURING ON-SITE VISITS TO PILOT SCHOOLS NOVEMBER 1973 AND MAY 1974

Type of Educator	Number of Interviews		Percent of Total Interviews	
	November	May	November	May
Administrators	18	14	36.0%	38.9%
Facilitators	19	13	38.0	36.1
Teachers (non-facilitators)	6	5	12.0	13.9
Counselors (non-facilitators)	7	4	14.0	11.1
Total	50	36	100.0%	100.0%

Source: TAI interviews conducted in 15 pilot schools, June 1974.

1. Even though fewer educators were available for interviews in May 1974 than in November 1973, the types of educators interviewed were in the same general proportion as in the fall; i.e., 36 to 38 percent of those interviewed were administrators or facilitators; 12 to 14 percent were teachers (who were not facilitators); and 11 to 14 percent were counselors.

2. Only those with whom formal patterned interviews were conducted were listed on Table 7. Those with whom only casual conversations were held were not counted as interviews even though credence was given to their statements.

3. At the time of the May on-site visits, Santa Ana Unified School District educators were preparing for a demonstration strike and it was difficult to arrange some interviews.

4. In May 1974, four schools had new or reassigned principals who were not there during November 1973.

Comparison of Educator Interviews. Even though there was a slight difference in the composition of the educators who were interviewed in November and May because of the reasons stated above, there were 27 educators interviewed during November who were also interviewed in May. Therefore, there was a reasonable degree of continuity in the pattern of information that was obtained during these two separate patterned interviews. In order to gain as much continuity as possible, a patterned interview form was developed to obtain and record the reactions of educators to seven topics or areas of investigation. Reactions and comments of the persons interviewed to each were

rated on a scale of one to four in which a "1" or a "2" rating was very high and above average, respectively, and a "3" rating indicated the need for improvement. A "4" rating indicated little or no impact was being made at the time or a negative response to the area of investigation. If a "5" was circled by the TAI interviewer, it indicated a special response was noted. Even though the rating was subjective on the part of the TAI evaluator, it represented a third-party viewpoint which was based on responses from the educators interviewed. In many interviews the same topic was pursued in various ways and an area might be discussed more than once during the course of the interview.

Ratings to a topic were given by TAI as a result of the educator's overall reactions and comments to a topic and not on the basis of any single comment. TAI did not attempt to rate an educator's reactions to a topic if it was not discussed or if too little information was covered to make a judgment. Therefore, there was no topic in which every educator had reactions which were rated by TAI.

Comparison of the interview responses from the first and second on-site visits are synthesized on Table 8. Highlights of the similarities and differences in interviews are summarized below.

- 76.0 percent of those interviewed in May indicated a very positive or good response to the extent to which career education was an element in their school. 57.4 percent indicated this last November.

- 45.0 percent of those interviewed in May indicated the Orange County Consortium project had received a very positive or good response in their schools. 23.9 percent indicated this in November.

- 47.3 percent of those interviewed had a very positive or good reaction to the quality of career education materials provided by the project.

- In general, there was a slight increase in the proportion of educators who felt a need for improvement of inservice for the understanding of career education, (from 31.0% in November to 37.5% in May).

- There was a significant increase in the proportion of educators who felt a need for improvement of inservice for using career information, (from 40.0% in November to 61.5% in May).

- The overall assessment of educators in pilot schools was favorable towards the assistance they had received from the project staff, (93.8% said it was very positive or good in May compared with 90.0% in November).

- There was an increase in the percent of educators who believed the project had had an impact on students between November and May. (None thought it had a very positive impact and only 11.6% felt the impact was good in November compared with 10.0% in May who indicated a very positive impact and 35.0% who indicated it was good.)

Table 7

EDUCATORS INTERVIEWED BY TAI DURING
ON-SITE VISITS TO PILOT SCHOOLS

School (District)	Person Interviewed November 1973	Person Interviewed May 1974
Orange High School Orange Unified (Or)	Jack Fox, Principal Grace Paulsen, Assistant Principal Don Salio, Assistant Principal Jim McMillen, Facilitator Walter Osenbaugh, Facilitator Helen Paxman, Counselor Paul Leininger, Counselor William Stotts, Counselor Mabel Buetler, Counselor Jean Carr, Secretary in CIC	Jack Fox, Principal William Stotts, Counselor Mabel Buetler, Counselor
Valley High School Santa Ana Unified (SA)	John Daywalt, Principal Ruth Ramsey, Assistant Principal Barbara Caldwell, Facilitator Susie Dunaway, Teacher, Department Chairman Pat Kelly, Teacher, Special Education/Unit Developer John Williams, Counselor	John Daywalt, Principal Barbara Caldwell, Facilitator Al Cudahy, Teacher
Lathrop Intermediate (SA)	Dr. Pat Kennedy, Principal Betty Morgan, Facilitator Brooke Zimmerman, Teacher Special Education/Unit Developer Catalina Holman, Teacher/Unit User	Dan Salcedo, Principal Betty Morgan, Facilitator
Portola Junior High (Or)	Len Surles, Principal Nancy King, Facilitator	Len Surles, Principal Nancy King, Facilitator Stuart Gibson, Counselor

Table 7 (Continued)

School (District)		Person Interviewed November 1973	Person Interviewed May 1974
Smedley Intermediate	(SA)	Dr. Robert Fuller, Principal Linda Snetsinger, Facilitator Leon Mathews, Intern, Careers Teacher	Dr. Murdo McLeod, Principal Linda Snetsinger, Facilitator Valerie Jelenski, Teacher
Yorba Junior High	(Or)	Ed Herman, Principal Hank Sato, Facilitator	Ed Herman, Principal
California Elementary	(Or)	Judith Crum, Facilitator	Edgar C. Berriman, Principal Judith Crum, Facilitator
Diamond Elementary	(SA)	Tom Nakayama, Principal Herb Michel, Jr., Facilitator	Tom Nakayama, Principal Herb Michel, Jr., Facilitator
Fairhaven Elementary	(Or)	Ewell Gunter, Principal Fred Burry, Facilitator Ms. Freedman, Teacher	Ewell Gunter, Principal Fred Burry, Facilitator
Jackson Elementary	(SA)	Dr. Murdo McLeod, Principal Bill Noble, Facilitator	Ms. Serene Stokes, Principal Bill Noble, Facilitator
Killefer Elementary	(Or)	Tom Markley, Principal Dave Baker, Facilitator	Tom Markley, Principal Dave Baker, Facilitator
Lincoln Elementary	(SA)	Dan Salcedo, Principal Karen Di Pillo, Facilitator Ross McElfresh, Facilitator	William Hart, Principal Karen Di Pillo, Facilitator Ross McElfresh, Facilitator
Taft Elementary	(SA)	Dr. Robert Burroughs, Principal Sharon Di Nisi, Facilitator/ Developer of Media	Dr. Robert Burroughs, Principal Sharon Di Nisi, Facilitator/ Developer of Media

Table 7 (Continued)

School (District)	Person Interviewed November 1973	Person Interviewed May 1974
West Orange Elementary (Or)	Glenn Ditmore, Principal Greg Noonan, Facilitator	Glenn Ditmore, Principal Greg Noonan, Facilitator
Santa Ana College	Edward Alfaro, Dean, Occupational Education Lyle Johnson, Facilitator Judy Othmer, Facilitator Peggy Smith, Facilitator, Counseling Dr. Neal Rogers, Dean of Counseling Lee Ford, Counselor	Peggy Smith, Facilitator, Counseling William Blake, Instructor Shirley Stoabs, Instructor Lawrence Gundrum, Jr., Instructor

Table 8

COMPARISON OF SUMMARY OF TAI RATINGS OF EDUCATOR RESPONSES TO INTERVIEW TOPICS NOVEMBER 1973 AND MAY 1974

Topic of TAI Interview	TAI Rating of Educator Reaction to Topic							
	(1) Very Positive		(2) Good		(3) Needs Improvement		(4) Little or No Impact	
	Percent November	Percent May	Percent November	Percent May	Percent November	Percent May	Percent November	Percent May
1) Extent to which career education is an element in your school/class	25.5%	24.0%	31.9%	52.0%	34.0%	24.0%	8.5%	--
2) Extent of Project on your school/class	2.2	25.0	21.7	20.0	39.1	55.0	37.0	--
3) Quality of Project materials	2.9	10.5	17.1	36.8	11.4	47.4	8.6	5.3%
4) Effectiveness of Inservice for understanding career education	10.3	25.0	58.6	25.0	31.0	37.5	--	12.5
5) Effectiveness of Inservice for using career information	5.0	15.4	55.0	7.7	40.0	61.5	--	15.4
6) Assistance received from Project staff	46.7	43.8	43.3	50.0	10.0	6.2	--	--
7) Impact of Project on students	--	10.0	11.6	35.0	23.3	45.0	65.1	10.0

1/ Note: October 1973, N=50 -- May 1974, N=36.

Source: Compiled by TAI from responses to interviews conducted in 15 pilot schools, June 1974.

Conclusions, Implications, and Recommendations for the Future

The foregoing conclusions indicate the positive aspects of the project. There were a number of elements that TAI believed needed improvement or further consideration by the project staff.

2) The inservice for teachers and counselors in the pilot schools on how to use career education information needs further strengthening.

3) The impact of the project on student performance can be surmised from the attitudes they expressed in completing the pre- and post-tests. Generally, these reactions showed an increase in student awareness of career education.

The instruments were not intended or designed to measure an increase in student knowledge or skills in content areas of career education.

Recommendations

- Based on the success indicators of the "Career Education Through Creative Puppetry" class as gauged by the survey responses, the Project may wish to consider offering this course again.

- The use of school facilitators will be continued. Where possible, the project staff will attempt to continue with the same facilitators if they are willing to do so. At the same time, the project staff will attempt to assess the function each facilitator has served and use new ones where there is agreement that a change would be beneficial.

- More emphasis will be placed on providing inservice and project staff assistance to pilot school personnel on the use of career education materials and information.

- The expansion of career education centers and career corners will be continued.
- The project staff will consider the development and implementation of an incentive system for pilot schools that would encourage the testing and use of curriculum units.
- The project staff should compile resource lists and class activities for career education following the concept used in "101 Career Activities" that was prepared during the past year.
- The project staff will continue to develop and distribute to each pilot school a "catalog" of all of the curriculum units that are available for testing or use. These will be indexed by topic and grade level.
- The project staff will make use of consultants as needed (drawn from within the three participating district staffs as well as from outside sources) in areas requiring expertise not possessed by the staff, e.g., implementation strategies, inservice training, curriculum development, multi-media, and technical editing.
- Gaming and simulation will be a part of the project during the third year and inservice will need to be directed toward their use.
- The expansion of the project to other schools will begin; however, this will not be in place of efforts to diffuse materials and to aid teachers within the pilot schools.

These general recommendations should help strengthen the project during its final year and provide the framework for project planning.

BIBLIOGRAPHY

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3. Ibid.

4. Max U. Edinger, The Process and Product of the T.N.I. High School Level Vocational Education in the United States, Pittsburgh, American Institute of Research, 1965, pages 5-16.

5. Kimball Wiles, Changing Curriculum of the American High School, Inglewood Cliffs, Prentice-Hall Incorporated, 1963, page 126.

6. Grant Venn, Man, Education and Work, page 130.

7. Special Labor Force Report, Number 25, Washington, D.C. United States Department of Labor, Bureau of Labor Statistics, 1963, page 2.

8. James E. Russell, Education Implication of Automation as seen by an educational policy planner titled Automation and the Challenge to Education. Proceedings of the symposium sponsored by the Project on Educational Implementation for Automation, Washington, D.C., National Education Association, 1962, page 42.

APPENDIX A

CAREER EDUCATION THROUGH CREATIVE PUPPETRY

Complete the following general informafion.

Name of my school _____

District: Santa Ana _____ Orange _____

Present position: Teacher _____ Counselor _____

Administrator _____ Other (specify) _____

Grade Level: K-3 _____ 4-6 _____ 7-9 _____ 9-12 _____

I received college credit for this course. Yes_____ No_____

As part of the Career Education Model in Orange County, TAI is obtaining the reactions of participants in the Career Education Through Creative Puppetry course. You can assist in providing valuable information that can be used for future planning and direction by completing the following questions. Your honest and thoughtful consideration of each question is important to the assessment of this course and project. Your individual responses are confidential and will not be viewed by anyone except TAI. Only complete responses will be reported. You need not identify yourself unless you wish on the last page which would give TAI permission to identify any comments you make in a final written report.

1. As part of this course you were expected to prepare a career education puppet play.

   Name of Play_____

   Intended grade level_____

2. Do you believe that the puppet play you produced will be usable by teachers at the intended grade level in other schools?

   Yes (as is)_____ Yes (with editing)_____ No_____ Uncertain_____

3. As a result of participating in this course, how well do you understand the following? (check one response for each item)

	Very Well	Well	Uncertain	Not At All
a. what career education is all about	____	____	____	____
b. what will happen with the play you produced during the course	____	____	____	____

4. Respond to each of the following statements by checking the alternative that most accurately reflects your attitude.

	Strongly Agree	Agree	Dis-agree	Strongly Disagree
a. I learned things about career education which are directly applicable to my present position.	____	____	____	____
b. I received necessary assistance from the staff to complete my assignment.	____	____	____	____
c. Now that the course is over, I feel that my time was well spent.	____	____	____	____
d. Objectives for this course were clearly formulated and defined.	____	____	____	____
e. The pace of instruction and work assignments was right for me.	____	____	____	____
f. The tasks and products that were expected of me in the course were clearly defined.	____	____	____	____
g. The physical facilities were comfortable and adequate for this course.	____	____	____	____
h. The instructor was enthusiastic and communicated clearly.	____	____	____	____
i. The instructor was consistently well prepared and organized.	____	____	____	____
j. For me the course achieved its objectives.	____	____	____	____
k. If another similar course were offered next fall, I would enroll again.	____	____	____	____

IF YOU HAVE ADDITIONAL COMMENTS, PLEASE USE THE BACK OF THIS SHEET.

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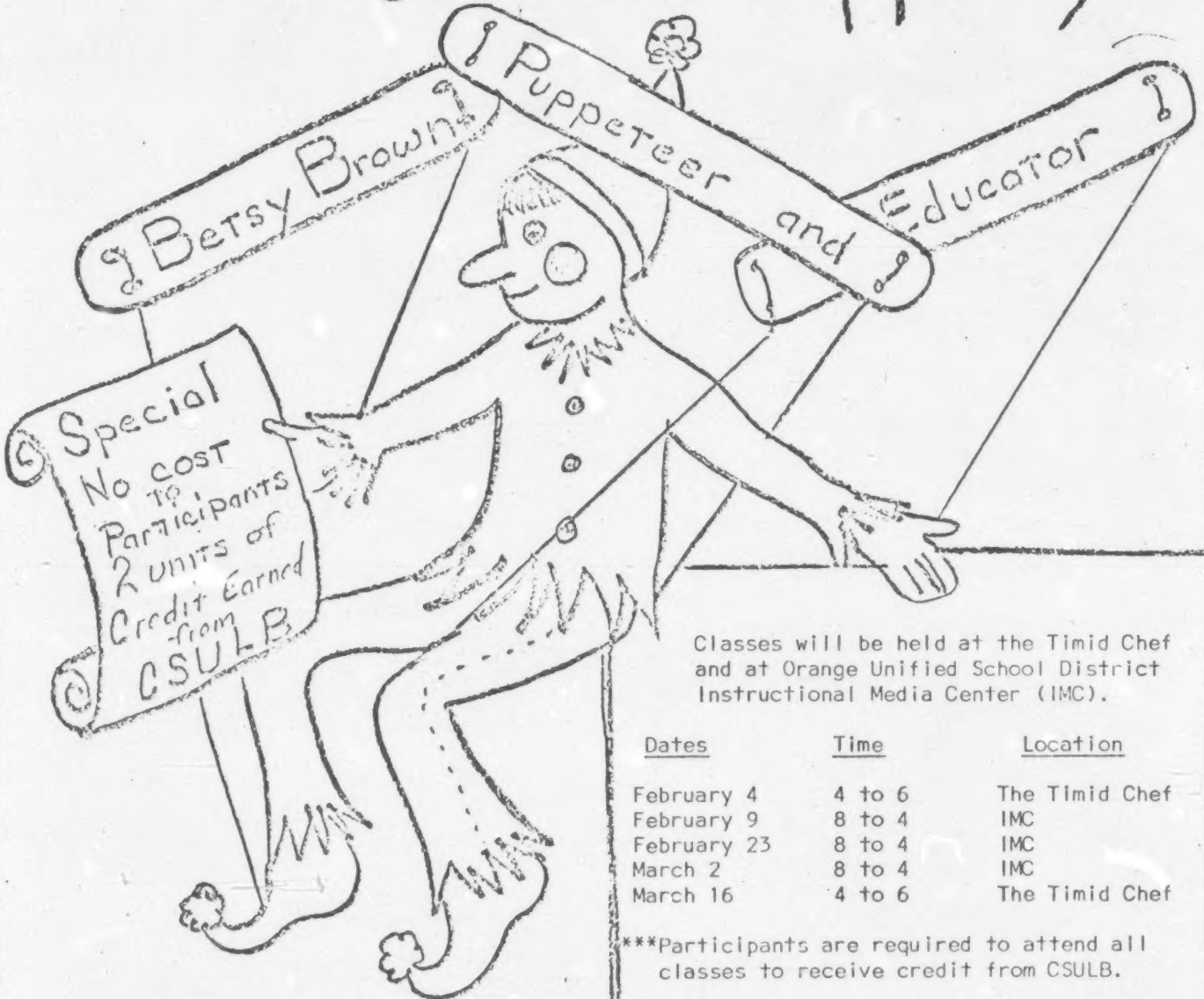
TAI

Career Education through Creative Puppetry



Classes will be held at the Timid Chef and at Orange Unified School District Instructional Media Center (IMC).

Dates	Time	Location
February 4	4 to 6	The Timid Chef
February 9	8 to 4	IMC
February 23	8 to 4	IMC
March 2	8 to 4	IMC
March 16	4 to 6	The Timid Chef

***Participants are required to attend all classes to receive credit from CSULB.

The course is designed to stress basic techniques in creating various types of puppets and marionettes, scripts and stages. Each student will develop his or her unique presentation. The class is planned for a maximum of 40 K-9 teachers from the Orange and Santa Ana Unified School Districts.

Name_____ Date_____

School_____ School Telephone_____

Grade Level_____ School District_____

Please sign agreement, and if you are selected as one of the forty teachers to participate in the workshop, you will receive notification prior to the first meeting, February 4, 1974.

Agreement

1. Attend all designated Career Education Through Creative Puppetry workshops.
2. Submit an original play which will become the property of the Orange and Santa Ana Unified School Districts Career Education Project.
3. Allow Career Education staff to visit your classroom while students are presenting the career education play.

_____
Signature

With notification of class participation and agreement to the above requirements, all student fees necessary for the Career Education Through Creative Puppetry class will be paid by the Career Education Project, Orange County Consortium.

All Santa Ana teachers: return this form to Larry Johnson, Career Education District Office (558-5555)

All Orange teachers: return this form to Don Isbell, Career Education District Office (997-6111)

CAREER EDUCATION THROUGH CREATIVE PUPPETRY
Instructor: Betsy Brown
Assistant: Don Isbell

California State University at Long Beach.
Office of Continuing Education
Spring 1974

Department	Course Number	Title of Course	Units	Sequence Number
IA	X491-H	Career Education Through Creative Puppetry - Special Problems in Industrial Education	2	S8066

CALENDAR

February 4, 1974	Initial meeting at Timid Chef
February 9, 1974	Instructional Materials Center (IMC) Orange Unified School District
February 23, 1974	IMC
March 2, 1974	IMC (Turn in notebooks March 18)
March 18, 1974	Location undetermined. Turn in script and schedule visitation.

COURSE OBJECTIVES AND REQUIREMENTS

1.0 Attend all designated meetings

2.0 Develop puppetry notebook

3.0 Develop and submit career education play

4.0 Schedule visitation for puppetry implementation

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CRITERIA FOR GRADING

1. Attendance 25%
2. Puppetry Notebook 25%
3. Career Education Play 25%
4. [illegible] . . . . . [illegible]

100%

PUPPETRY

Betsy Brown, Instructor

NAME_____ PHONE_____

ADDRESS_____ ZIP_____

What experience in drama, speech, art, or music have you had?

If you are going to use puppets as an education aid, what age level do you expect to work with?

If you are interested in puppetry as a threatre-art form, what kind of show would you like to create? What type of audience?

What do you hope to learn from this course?

WORK ACCOMPLISHED DURING THIS COURSE

First simple puppet

First pantomine

Junk puppet

MID-TERM EXHIBIT _____
MID-TERM PANTOMINE

Shadow puppet

Marionette

NOTEBOOK _____
FINAL PERFORMANCE

FINAL GRADE_____

BETSY BROWN, INSTRUCTOR

TEXT: We shall create notebooks, beginning with various printed sheets given in class and adding lecture notes, pictures, etc. You will be asked to examine some of the many books on puppetry available in our school library. Write a paragraph on what interested you most in any three books.

ATTENDANCE: Besides regular class attendance, students will be invited to attend regular monthly meetings of the Los Angeles County Guild of Puppetry and specially arranged workshops (usually on Sunday afternoons) in professional puppeteers' workshops and theatres. These are not required but they will provide invaluable experiences to those genuinely interested in puppetry.

ASSIGNMENTS: In filling assignments for brief classroom puppet pantomines and in the beginning puppet design and construction, the student's creative, imaginative solutions will be of prime importance. Don't worry, please, if you cannot sew or paint! Some of the most exciting puppeteering has been accomplished with the simplest materials. It is more important how the puppet moves, what it says, expresses than how it is made.

EXAMINATIONS: There will be no written tests. Evaluations will be based on the notebooks and the student's imaginative, inventive, creative solutions to puppet shape, design, movement.

GRADES: Don't worry! Enjoy! Dare!
Mid-term, we'll exhibit work done, so far, and present a brief pantomine. For the "Final", Puppeteers will present 3 to 5 minute pantomimes with puppets made in class. The last meeting, there will be an evaluation of the semester's work; color slides of work done and final performances will be shown.

PURPOSE: This course is approached from the point of view of the beginning puppeteer. We shall learn some of the history, some of the tremendous variety of design and production possibilities. We shall create and operate several basic and simple types of puppets, including hand, finger and glove puppets, sock-puppets, hand and rod, simple marionettes, etc., and go briefly into stages and set designs --- and to understand good standards for puppet-theatre practices for adults and children. I would hope that this course will be helpful to teachers, recreational leaders, librarians, parents, future puppeteers, actors, designers, and all who love fantasy and "making a statement!" As one child said, "Puppets are for doing what people say you shouldn't or you can't!"

CALIFORNIA STATE UNIVERSITY
LONG BEACH

OFFICE OF CONTINUING EDUCATION

January 25, 1974

Don Isbell, Coordinator
Career Education Project
Orange Unified School District
370 North Glassell
Orange, California 92666

Dear Mr. Isbell:

I write to confirm our arrangement to conduct a class in Career Education to be held in the Orange Unified School District. I certify that this class and this course are authorized and endorsed by the appropriate faculty of California State University, Long Beach and is offered in compliance with all college and state college systemwide policies for Extension.

Some of the particulars for the course, INDUSTRIAL ARTS X491-H Special Problems in Industrial Education: Career Education through Creative Puppetry, are given in the attached listing of the class. Let me comment on the other features of the class. It is our understanding that the Orange Unified School District will pay the contract fee of $18.00 for each participant. The district will also pay the instructional salary of Betsy Brown and all other costs related to the program. The grade sheet for this class will be sent to Ms. Brown. We will notify you upon receipt of the completed grade sheet from the instructor.

We are enclosing forty registration cards for this class beginning February 4. Please have the students complete both sides of the card. We would appreciate your returning them in one group in the enclosed postage-paid envelope.

Thank you for this opportunity to be of service to your district.

Sincerely,

Roderick B. Peck

Roderick B. Peck
Dean of Continuing Education

RBP:ma

Enclosures

CALIFORNIA STATE UNIVERSITY, LONG BEACH
OFFICE OF CONTINUING EDUCATION

Sequence Number

S 8066

CAREER EDUCATION THROUGH CREATIVE PUPPETRY
LA X491-H (2) Special Problems in Industrial Education

This class is designed for elementary and middle school teachers to use puppetry as a method of achieving desired curriculum development which emphasizes career education. Participants will: attend workshops emphasizing the development of puppets as a medium for motivating their students; develop a play which stresses desired career education concepts and goals; pilot materials created in actual classroom settings as a culminating activity.

Betsy Brown

Orange Unified School District
370 North Glassell and 557 South Main
Orange, California
Feb. 4, 4-6 p.m.
9, 8-4
23, 8-4
Mar. 2 8-4
16 4-6 p.m.
Fee: $18.00 (non-refundable)
(Offered under contract to a closed group)

APPENDIX B

CAREER EDUCATION PROJECT

Orange County Consortium

ANGE UNIFIED SCHOOL DISTRICT — SANTA ANA UNIFIED SCHOOL DISTRICT — RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

January 17, 1974

TO:

FROM: Larry Johnson

SUBJECT: CURRICULUM WRITING FOR CAREER EDUCATION

I recently spoke to you about your participation in curriculum writing for the Career Education Project-Orange County Consortium. This material gives you more specific information as to what is to be done. Read through it and call if you have questions. We will be setting up a meeting with you shortly. Many thanks for your interest.

(PP. 2 & 3 of the guidelines are to be turned in to me as soon as possible.)

vc

CAREER EDUCATION PROJECT

Orange County Consortium

ORANGE UNIFIED SCHOOL DISTRICT — SANTA ANA UNIFIED SCHOOL DISTRICT — RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

February 27, 1974

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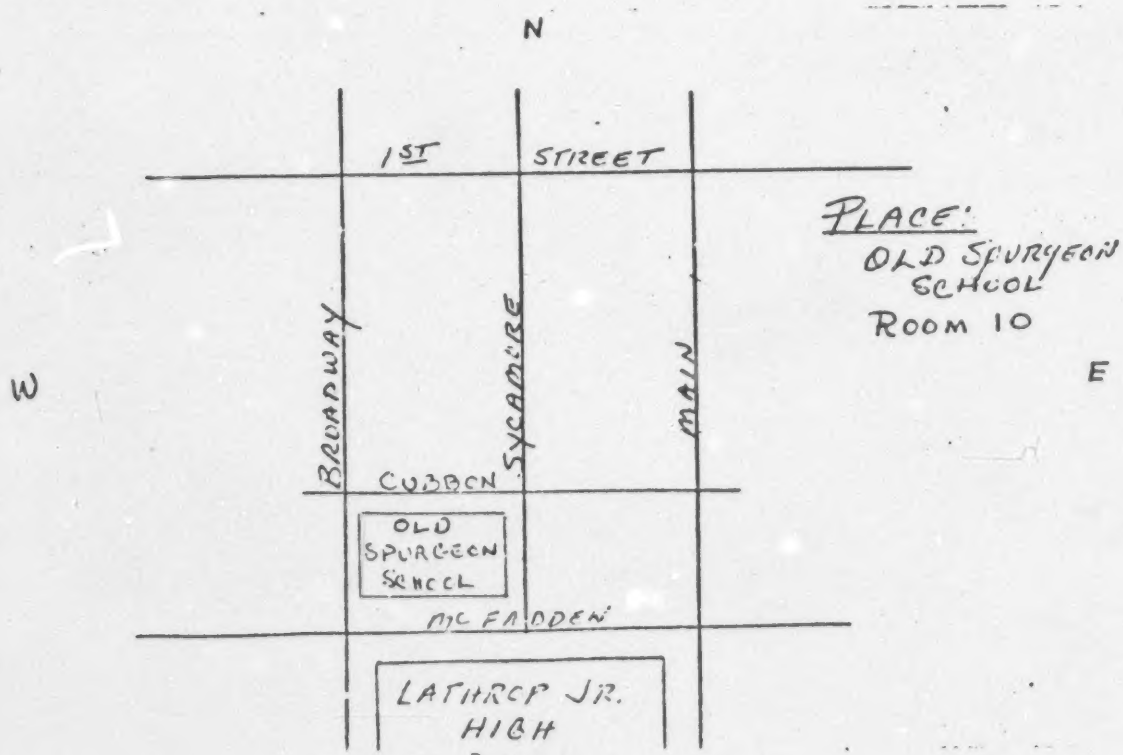
The proposal you submitted for curriculum development has been accepted by our Selection Committee. Our first workshop will be Thursday, March 7, 1974, at the Old Spurgeon School in Santa Ana, Room 10, at 3:30 p.m.

Sincerely,

Tom Schrodl

Tom Schrodl
Coordinator



AGENDA

CURRICULUM WORKSHOP III- INITIAL

DATE: March 7, 1974

TIME: 3:30 to 5:00 p.m.

Location: Spurgeon Resource Center
(Old Spurgeon School)
Room 10
Santa Ana

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. Introduction and Testing - Larry Johnson II. Forms and Meeting Dates - Tom Schrodi III. Prospectus and Guidelines - Tom Schrodi A. calendar dates - revised B. matrix and goals C. concepts - subject and career D. unit objectives and student performance objectives E. learning activities F. evaluation - pre and post G. instructions to the teacher H. coding I. resources and bibliographical information IV. Payment of Stipend V. Conclusion	At the end of this workshop, the participants will: 1.0 understand their roles and payment of the stipend for developing curriculum units for the 1973-74 project year; 2.0 have received necessary instruction to write and complete one example of each component part of a curriculum unit (e.g. concept statements, unit and student objectives, etc.); 3.0 have received necessary instruction on individual meetings for technical assistance throughout developmental phases; 4.0 have received a pretest on career education.

(Optional) Individual Meetings with Tom Schrodi

March 25, 1974 (Monday) Orange Unified School District, Career Education Office
3:30 to 5:00 p.m.

April 22, 1974 (Monday) Santa Ana Unified School District, Career Education Office (now located at the Old Spurgeon School, 210 West Cubbon, Santa Ana)
3:30 to 5:00 p.m.

Individual meetings between now and May 6, 1974 can be scheduled by calling Tom Schrodi, Orange Unified School District, 997-6111.

AGENDA

CURRICULUM WORKSHOP III - FOLLOW-UP

Date: April 23, 1974

Time: 3:30 to 5:30 p.m.

Location: Old Spurgeon School, Room 10
Santa Ana

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. General Remarks - Larry Johnson II. Review of Calendar Dates and Requirements for Final Submission - Tom Schrodi III. Infusion Techniques and Learning Strategies - Tom Schrodi IV. Group Critique of Rough Drafts: K-3 - Don Isbell 4-6 - Jan Lamp 7-9 - Larry Johnson 10-12 - Tom Schrodi INDIVIDUAL MEETINGS BETWEEN NOW AND MAY 6 CAN BE SCHEDULED BY CALLING TOM SCHRODI, ORANGE UNIFIED SCHOOL DISTRICT, 997-6111.	At the end of this workshop, the participants will: 1.0 have received a review of the timeline calendar dates for extra assistance and submission requirements. 2.0 have received instruction on infusion techniques and learning strategies for career education. 3.0 have received from a project staff member a complete review of his individual rough draft unit. 4.0 have, after this review, received recommendations for modification and revision.

I _____ agree to field test
Recipient
the career education materials received from the Orange County Consortium, and to validate each item used, submitting results of same to Mr. Tom Schrodi, coordinator, Career Education, 370 North Glassell Street, Orange, CA 92666. In addition to the above, I agree to reciprocate with any Career Education materials developed in my own district.

Signed,

_____
Recipient

Signed,

Tom Schrodi

Tom Schrodi
Coordinator
Career Education Curriculum Development

_____, 19
Date

CAREER EDUCATION PROJECT
ORANGE COUNTY CONSORTIUM
ORANGE UNIFIED SCHOOL DISTRICT
370 NO. GLASSELL
ORANGE, CALIFORNIA 92666

CAREER EDUCATION PROJECT

Orange County Consortium

NGE UNIFIED SCHOOL DISTRICT — SANTA ANA UNIFIED SCHOOL DISTRICT — RANCHO SANTIAGO CO MUNITY COLLEGE DISTRICT

November, 1973

TO: All Faculty

FROM: Orange County Consortium, Career Education Project Management Team

Jack Sappington, Project Director (O.U.S.D.)
Larry Johnson, Assistant Director (S.A.U.S.D.)
Donna Farmer, Coordinator (R.S.C.C.D.)
Don Isbell, Coordinator (O.U.S.D. & S.A.U.S.D.)
Jan Lamp, Specialist (O.U.S.D.)
Tom Schrodi, Coordinator (O.U.S.D. & S.A.U.S.D.)

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The Rancho Santiago Community College District, the Orange Unified School District, and the Santa Ana Unified School District are entering the second of a three-year federally funded Career Education Project. The Consortium has defined Career Education as the continuous process of self-development over the individual's life span through education, work, and leisure.

The major purpose of the project is to develop an articulated K-14 curriculum model which incorporates the following concepts of Career Education:

...Preparation for a successful working career shall be a key objective of all education;

...Every teacher in every course will emphasize the contributions that such subject matter can make to a successful career.

If you are interested in participating, please contact your district Career Education Office for information concerning curriculum development proposal request forms and payment for development of curriculum units.

Orange Unified School District - 532-3301, extension 55 or 56
Rancho Santiago Community College District - 835-3000, extension 222
Santa Ana Unified School District - 558-5555

Your participation in the development of Career Education curriculum units is encouraged.

Proposals will be accepted on or before October 1, December 7, and February 20. Proposal requests will be reviewed by a selection committee by October 10, December 12, and February 27 in order to determine eligibility for funding.

A stipend of $126 per approved unit is being offered to teachers who wish to participate. A payment of $77 will be made upon completion and acceptance of the unit by an Approval Committee. The remaining $49 will be due the writer only after completion of the following activities:

(a) Teaching of the unit (In selection of topic, please make sure you will be able to pilot-test your unit prior to the final submission date.)
(b) Evaluation of how well students meet the unit objectives
(c) Submission of revised unit based on results of evaluation

ORANGE COUNTY CONSORTIUM

CAREER EDUCATION CURRICULUM PROPOSAL

Please read the attached guidelines before filling out the Career Education Curriculum Proposal form. As you read through the guidelines, note that specific examples have been provided to assist you.

Submit completed curriculum proposals to your District Career Education Office on or before October 1, 1973, December 7, 1973, and February 20, 1974.

For questions concerning Career Education Curriculum Proposals, please contact:

Larry Johnson - Santa Ana Unified School District - 558-5555

Tom Schrodi - Orange Unified School District - 532-3301, ext. 55

Donna Farmer - Rancho Santiago Community College District - 835-3000, ext. 222.

ORANGE COUNTY CONSORTIUM

CAREER EDUCATION CURRICULUM PROPOSAL

Name_____ School_____

Home Phone_____ Division_____

School Phone_____

Title of Unit_____

1. Include in the description of the unit:

   (a) the rationale for developing the unit (why it will benefit students)

   (b) the subject matter concept

   (c) the career education concept

(d) a sample unit objective

(e) a sample student performance objective related to the unit objective

(f) two varied sample learning activities related to the student performance objective(s) above

2. Estimate the approximate amount of class time needed to complete the unit

_____ Instruction Hours (in classroom)

3. In what courses can this unit be incorporated? _____
Subject area(s)

_____

4. Describe your plan for pilot-testing your unit. (Include specific class or classes in which pilot-testing will take place.) Use reverse side.

GUIDELINES FOR SUBMITTING CAREER EDUCATION CURRICULUM PROPOSALS AND UNITS

PROCEDURES

Submission of Proposals

Proposals for curriculum unit development should be submitted to your district Career Education Office on or before:

October 1
December 7
February 20

Sample units completed during the first year of the project are available in the district offices to assist you in the development of your proposal. All proposals must be developed and submitted using the attached Career Education Proposal form.

Selection of Proposals

A Selection Committee will review proposals for acceptance by:

October 10
December 12
February 27

Proposals will be reviewed and ranked according to the following criteria:

(a) Emphasis on career education concepts
(b) Originality
(c) Specified unit and student performance objectives
(d) Variety of learning activities
(e) Utilization of available resources

Approval and Payment for Curriculum Unit

Notification of approval of submitted unit and eligibility for payment of $126 will be made as soon as possible after:

December 7
February 20
May 6

A payment of $77 will be paid upon completion and acceptance of the unit by an Approval Committee. The remaining $49 will be due the writer only after completion of the following activities:

(a) teaching of the unit (In selection of topic, please make sure you will be able to pilot-test your unit prior to the final submission date.)
(b) Evaluation of how well students meet the unit objectives
(c) Submission of revised unit based on results of evaluation

DEFINITIONS FOR THE ORANGE COUNTY CONSORTIUM

Career - A lifelong process which involves a series of experiences, decisions, and interactions, and which taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Career Awareness - The exposure to a variety of forms of work which will enable the student to know and understand those that exist.

Career Education - The continuous process of self development over the individual's life span through education, work, and leisure.

Career Unit - A curriculum unit designed to infuse subject matter concepts with career education concepts.

Economic Awareness - The understanding of economic systems of our society and the relationship between productive work and the student's own well-being.

Occupation - The term referring to a person's regular work, business, pursuit of earning a living.

Pilot-Test - The initial testing/evaluation of curriculum units for the purpose of establishing the validity and reliability of the materials within.

Self concept of students as it relates to the world of work - The development of positive attitudes toward work, an appreciation for its contribution to self-fulfillment and to the welfare and productivity of family, community, nation and world.

Skill - The developed aptitude or ability relating to a specific job or occupation.

TIME LINE

	Section I	Section II	Section III
1. Submission of Proposal	October 1 (Monday)	December 7 (Friday)	February 20 (Wednesday)
2. Acceptance of Unit by Selection Committee (authorization to proceed with unit development)	October 10 (Wednesday)	December 12 (Wednesday)	February 27 (Wednesday)
3. Initial Workshop	October 15 (Monday)	December 17 (Monday)	March 6 (Wednesday)
4. Follow-up Workshop	November 14 (Wednesday)	January 16 (Wednesday)	April 3 (Wednesday)
5. Submission of Completed Written Unit (approval for award of stipend)	December 7 (Friday)	February 20 (Wednesday)	May 6 (Monday)
6. Submission of Pilot-Testing and Unit Revision	February 20 (Wednesday)	May 6 (Monday	June 3 (Monday)

PROPOSAL AND UNIT INFORMATION

Curriculum development 1973-74 will center around these five career education clusters: 1) Transportation; 2) Public Services; 3) Manufacturing; 4) Marketing and Distribution; and 5) Marine Sciences.

CAREER EDUCATION DEVELOPMENTAL PROCESSES

1. Appreciations & attitudes
2. Self-awareness
3. Decision-making
4. Employability skills including human relations

CAREER EDUCATION ELEMENTS

1. Educational awareness
2. Career awareness
3. Economic awareness
4. Skill awareness for beginning competency

The curriculum unit should relate at least one of the Career Education Developmental Processes to one or more of the Career Education Elements shown above.

IF YOU ARE TEACHING GRADE LEVELS K-6, PLEASE DO NOT DEVELOP CURRICULUM UNITS ON SKILL AWARENESS.

IF YOU ARE TEACHING GRADE LEVELS K-9, PLEASE DO NOT DEVELOP CURRICULUM UNITS ON EMPLOYABILITY SKILLS.

Topics should be somewhat limited in scope and duration in order to facilitate use within the existing curriculum.

ALL UNITS MUST BE DEVELOPED AND SUBMITTED USING THE ATTACHED CAREER EDUCATION CURRICULUM UNIT FORMAT (see Exhibit #1).

Instructions for Writing Career Education Unit and Student Performance Objectives:

Characteristics of a Performance Objective:

1. It is specific.

2. It contains an explicit specification of the intended outcome of instruction.

3. It will communicate instructional intent to the degree that it describes what the learner will be doing when he demonstrates his achievement, under what conditions he will be doing it, and with what degree of proficiency.

The Heart of an Objective is Specificity:

In order to be a well-written objective, four components must be included:

1. WHO - a specific statement of the individual(s) who will exhibit the behavior, i.e. . . every student. . .85% of the sixth grade pupils.

2. WHAT - the specific behavior exhibited when accomplished, i.e. . . write a research paper. . . demonstrate an ability to construct. . . play a solo . . . arrange them in order . . . identify and locate.

3. HOW - UNDER WHAT CONDITIONS - the specific givens or restrictions or both under which the learner will demonstrate his achievement, i.e. . . . given a list of . . . within a period of 45 minutes . . . using a standard set of tools . . . given a DC motor of 10 horsepower. WHEN - the specific point in time the behavior is to be accomplished, i.e. . . by the end of the third grade . . . at the completion of this unit.

4. HOW WELL - the specific criteria of success to be obtained, i. e. . . with 90% accuracy as judged by the teacher . . . obtain a score of 90% on a teacher devised test . . . obtain a score at or beyond the 50th percentile.*

*Source: "Writing Performance Objectives," Orange Unified School District.

INSTRUCTIONS FOR DEVELOPING CURRICULUM UNITS
USING CAREER EDUCATION CURRICULUM UNIT FORMAT

Following is a brief description of each component part of the unit format for curriculum development.

RATIONALE: The rationale is a description of why the student is doing the unit.

UNIT OBJECTIVES: Describe the total expected outcome for the unit.

Example: "At the end of the unit, the student will be able to identify a life-style and career of his choice, give reasons for those decisions and will be able to explain the necessary career training that may lead to the acquisition of his desired life-style."
Note: relation of decision-making to educational awareness and career awareness. Note: unit objectives are broader than specific student performance.

SPECIAL INSTRUCTIONS TO THE TEACHER:

The special instructions to the teacher describe how best to implement the unit in the classroom. This should include a statement regarding the environment in which the unit is being taught and logistical arrangements necessary for successful implementation.

Example: "This unit may be taught as a separate entity or in conjunction with other units: comparing cultures from around the world, family life around the world, sociology or history.

Open discussion is very important to the success of the unit. This will give the students insight as to how others feel about or view such concepts as success, life-style, getting ahead, installment buying, failure, status, "keeping up with the Joneses," and happiness. Expressive confrontations will also give each student a gauge to compare his role in the family with his peers."

Their choices of a vocation or of a college involve economic realities that should be a part of this unit and the teacher should expose the class to these areas as much as possible. This involves the acquisition of basic knowledge and the formation of attitudes.

It is hoped that from this unit students will acquire the knowledge or understanding that economics is highly relevant to their daily lives. This unit should help the student discover that economics in simple terms means the pay check, the grocery bill, the income tax, and the savings account. In other words, they are affected daily by economics."

RESOURCES AND MATERIALS:

Research should be made into existing media and text materials which could be incorporated into the unit. All resources and materials for your unit should:

1. be noted in the Resource and Materials column of the approved format, and should

2. correspond to the appropriate Learning Activity. (see Sample Format in District Office)

Bibliographical Information: In order to comply with federal project guidelines and to provide maximum utilization of your unit, all resources (print or nonprint) must be submitted in the manner shown in Exhibit #2.

STUDENT PERFORMANCE OBJECTIVES:

Measure the interim steps leading to achievement of the unit objectives. (Several student performance objectives should accompany each unit objective.)

Example: "During or at the end of the unit, the student will be able to select two careers (at least one in the Fine Arts and Humanities cluster) that will help him acquire his desired life-style and be able to describe in written form the training and expenses necessary to embark upon those careers."

CONCEPTS:

A concept is a declaratory statement which introduces to or defines for the student the major idea, skill or attitude which is to be learned. A unit should include several career and subject matter concepts.

Example - subject matter concept: "Each member in the family plays three economic roles:
   a. contributor
   b. spender
   c. consumer"

Example - career concept: "Career choices should reflect a desired life-style based upon:
   a. values
   b. goals
   c. career preparation skills
   d. educational training

LEARNING ACTIVITIES:

A learning activity may be thought of as the experience through which the learner achieves his particular objective. Several learning activities should accompany each student performance objective. Each learning activity should reflect unique, innovative and creative approaches to learning.

Example: "1. Have students investigate three price ranges of cars, noting

the initial costs, cost of tires, options, repair parts, operational costs and insurance costs. Then have them summarize their findings, giving advantages and disadvantages for buying each class of car.

2. Through phonebook or professional directory, have student pinpoint on a map where people of different careers live in a community. Have them list the training and possible expenses incurred in the careers they are investigating."

EVALUATION:

Pre and post test items should be devised for each student performance objective in order to measure the student's growth and degree of attainment of each objective.

EVALUATION KEYS:

Each unit should furnish an answer key for all pre and post test items.

EXHIBITS:

When learning activities require handout materials or other implementation aids, these should be (1) noted in Resources and Materials column of the unit format, (2) labeled as exhibits, and (3) placed in the back of your unit.

For ease of duplication, all exhibits must be typed with clear, dark print. When applicable, complete bibliographical information must be clearly noted on each exhibit.

Sample Curriculum Unit
Format for Cover Sheet

Title of Unit: Cluster:

Intended Student Population Including Grade Level(s):

Principle Subject Area(s) in which Unit can be Incorporated:

Length of Unit:

Principle Author of this Unit:

Position:

Affiliation:

GUIDELINES FOR USE OF UNIT

1) Rationale:

2) Goals:

3) Unit Objectives: 1.0

2.0

3.0

4) Possible Integration with Related Subjects and Counseling activities:

5) Special conditions or arrangements for use of the unit:

a. Special Instructions to the Teacher:

b. Resources:

Sample Curriculum Unit
Format for Cover Sheet

Title of Unit:

Student Performance Objectives:

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION

CONTENT	CODE	INSTRUCTION STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION

EXHIBIT #2

BOOKS

a. A typical book:

Knight, John, The History of Exploration in America. New York: Brown Co., 1927, p. 58.

b. If no author's name is given on the title page, list alphabetically under the first word of the title after the article (a, an, the, etc.), if any.

History of Exploration in America. New York: Brown Co., 1927, page 97.

c. Multiple authors:

1. Two authors - - -

Knight, John, and James Charles Squire, The History of Exploration in America. New York: Brown Co., 1927, p. 101.

2. Three or more authors - - -

Knight, John, et al, The History of Exploration in America, New York: Brown Co., 1927, p. 60.

d. Organization as author:

Middle States Historical Association, Annual Report for the Year 1955. Crossways, Delaware: Nonesuch Publisher, 1956, p. 45.

e. Editorship:

Morgan, Lewis Henry, The Indian Journals, 1859-62, ed. Leslie A. White. Ann Arbor: University of Michigan Press, 1959, p. 70.

MAGAZINES AND NEWSPAPERS

a. Knight, John, "Matchless Magellan: The Story of a Voyage," The Middle States Historical Journal, XXXII (April 1927), 508-27, p. 23.

b. Knight, John, "Magellan's Character," The Journal of the Central Historical Association, XI (May 1962), 127-39, p. 39.

Source: Taken from: Gray, Wood, et al, Historians Handbook. Boston: Houghton Mifflin Company, 1964.

NAME OF DEVELOPER	SUBJECT AREA	UNIT CLUSTER	GRADE LEVEL	TITLE OF UNIT
Donna Noonan	Social Studies	Manufacturing	K	M'mm, M'mm Good
Donna Noonan	Social Studies	Transportation	K	Going for a Ride
Margary Ernst	Social Studies	Transportation	K	Going to the Moon
Donna Noonan	Social Studies	Manufacturing	K	The Ice Cream Factory: Let's Have a Lick Inside
Donna Noonan	Social Studies	Transportation	K	All Aboard
Donna Noonan	Social Studies	Public Service	K	The Park Rangers
Donna Noonan	Social Studies	Transportation	K	Harbor Patrol
Diane Hensley	Social Studies	Public Service	1	Adventures of a Letter
Betty Smith	Science	Marine Science	1	Under the Sea
Diane Hensley	Home Economics	All	Special Ed. 1-2	Speaking Beyond Barriers
Jacqueline Reich	Social Studies	Public Service	3	People Who Teach Others
Lilia Powell	Social Studies	Communications & Media	3	Careers in Television Newscasting
Jacqueline Reich	Health/Science	Health	3	It Really Doesn't Hurt

CURRICULUM DEVELOPMENT
1973-74

NAME OF DEVELOPER	SUBJECT AREA	UNIT CLUSTER	GRADE LEVEL	TITLE OF UNIT
Phoebe Dixon Joyce Gleitsmann	Science/Health	Public Service	3	All the Better to See You With
Fred Burry	All	All	4-6	The Career Carousel
Suzanne Robert	Mathematics	Marketing & Distribution	5	The Effect of Computation Skills on Marketing and Distribution Activities
Suzanne Robert	Language	Public Service	5	Effective Communication in an Area of Administration
Suzanne Robert	Social Studies	Manufacturing	5	The Negro's Contribution to Manufacturing in Pre-Civil War America
Greg Noonan	Social Studies	Manufacturing	6	"What's Cooking, Good Looking?"
Greg Noonan	Social Studies	Marketing & Distribution	6	Ding Dong, Guess Who's Calling?
Greg Noonan	Science/Art	Marketing & Distribution	6	Unit for a Budding Florist
Greg Noonan	Language	Marketing & Distribution	6	Let's Advertise
Lester Brown	Health	Public Service	6	Good Health to All
Jacqueline Oakes	English	Marketing & Distribution	7-9	Propaganda & Advertising
Jacqueline Oakes	English/Social Studies	All	7-9	Choosing with Values
Brooke Zimmerman	Crafts	Manufacturing	7-9	Clay Cast Candle Making

NAME OF DEVELOPER	SUBJECT AREA	UNIT CLUSTER	GRADE LEVEL	TITLE OF UNIT
Dick Walker	Science	Marine Science	7-9	Chemistry of the Ocean
Patrick Kelley	Language Arts	Transportation	EH-EMR 10-12	Understanding Transportation
Patrick Kelley	Social Studies	Transportation	EH-EMR 10-12	Basic Skills in Map Reading
Patrick Kelley	Social Studies	Transportation	EH-EMR 10-12	Planning a Vacation
Patrick Kelley	Language Arts & Social Studies	Consumer/Homemaking	EH-EMR 10-12	The Wise Shopper
Patrick Kelley	Math & Language Arts	Business/Office	EH-EMR 10-12	Using a Checking Account
Patrick Kelley	Social Studies	Marketing & Distribution	10-12	Count Your Change
Ilga Jansons	Social Studies	Transportation	EMR-High School	Transportation: An Introduction to Maps
Carol Gunning	Mathematics	Marketing & Distribution	10-12	Data Processing: Preparation of Punched Cards
Beth Shirokawa	English	All	9-12	Oral Skills & Human Relations: Necessary Elements of Career Success
Carole Graves	Arts/Crafts	Marketing & Distribution	9-12	What Every Young Lady Should Know About - Embroidery
Elaine Galinis	All	All	High School	Understanding Ourselves and Others
William Blake	Teacher Inservice	All	13-14	The Development of An Auto-Tutorial Unit

NAME OF DEVELOPER	SUBJECT AREA	UNIT CLUSTER	GRADE LEVEL	TITLE OF UNIT
C. E. Trygg		Public Service	13-14	Why Is It My Environment?
Corrine Williams	All	All	13-14	How to be Successful in an Employment Interview
Neil Benner		Transportation, Public Service, Comm/Media	13-14	Careers Available To Those With Knowledge of Foreign Language
William Blake		Manufacturing/Business	13-14	Letter and Technical Report Writing
Al Candelaria	Electronics	Manufacturing	13-14	The Multimeter
Floyd Eckman	Government	Public Service	13-14	Career Development for Governmental Offices, Local and State
Lawrence Gundrum		Marketing & Distribution	13-14	Insurance Careers
A. Jan Hall	Business	Business/Office	13-14	Word Processing: Concepts & Career Paths
Richard Harms		Business/Office	13-14	How to Initiate the Computer Terminal
Arthur Hayes	Chemistry & Engineering	All	13-14	Instilling Personal Discipline
Robert Hayso m	Automotives	Transportation	13-14	Positive Crankcase Ventilation
James Nemsik	Teacher Education	Public Service	13-14	Objectives, Evaluation and Media
Lyle Johnson	ESL	Transportation	13-14	Prepositions: Giving/Receiving Directions

ORANGE COUNTY CONSORTIUM
CURRICULUM DEVELOPMENT
1973-74

NAME OF DEVELOPER	SUBJECT AREA	UNIT CLUSTER	GRADE LEVEL	TITLE OF UNIT
Kathy Lusk Margaret Smith		All	13-14	Women Involvement Now
Rosemarie Lutz	Math	Consumer/Homemaking	13-14	Metric System Vocabulary and Decimal Point Manipulation
Betty Mills	Business	Business/Office	13-14	Manners in Business
Charles Ogden		Public Service	13-14	Fire Academy 71
Kelley Powell		All	13-14	The Library as a Source for Career Education Materials
Dorothy Shelton	Pre-Med	Health	13-14	Medical Terminology
Margaret Smith		All	13-14	Career Planning for Women
Janet Thomson		Public & Personal Service	13-14	Answer to Complaint
James Reed		Public Service	13-14	Fire Academy 71 - Case Studies
Peggy Steele	All	All	13-14	Following Written Directions
Patrick Kelley	Transitional E.H. E.M.R.	Health	10-12 E.H.-E.M.R.	The Human Body

B-27

APPENDIX C

February 20, 1974

ELEMENTARY GUIDANCE COMPONENT
Spring, 1974

Name	School Phone	Home Phone
Bob Grissinger	997-6103	544-1374
Terry Dickman	997-2711 or 997-6187	835-3699
Janet McDonald	997-6108	833-2055
Eileen P. Crain	997-6273	538-0730
Marcella Whang	558-5831	546-4285
Ted Nelson	558-5841	838-7637
Sharon DeNisi	558-5691	968-8850
Richard Kempf	558-5836	538-4602
Dottie Koerner	558-5766	778-1697
John Williams	558-5781	979-5694

Language Arts
Self Awareness
K

OBJECTIVE: The student will know that his interests, abilities, aptitudes, etc., are unique and different from those of others.

ACTIVITY:

Pupils will draw pictures of themselves for a class bulletin board, "PROUD TO BE ME!" Using this picture, each child can describe some of the likenesses and differences between himself and his classmates.

Using the Duso Kit, learn the song, "I'm Glad That I Am Me!"

Language Arts
Attitude and Appreciation
1

OBJECTIVE: The student will learn to recognize the roles that women can play, working inside and outside the home.

ACTIVITY:

Discuss with the class the fact that nine out of ten women will work in a job besides the job of housewife. Talk about the kinds of jobs women can do.

Invite a housewife/mother to explain the importance of being a homemaker.

Have students list several jobs usually done by men which they think could also be done by women.

Homemaking
Attitude and Appreciation
2

OBJECTIVE: The student will be able to demonstrate safety factors dealing with his particular jobs.

ACTIVITY:

Charts

Have each child keep a chart of jobs done at home, illustrating favorite jobs and the ones he likes least to do. Discuss safety factors involved, i.e. putting toys away; drying dishes; in case of broken dish, care in handling; mowing lawn, etc. Compare with workers who help to keep us safe, i.e. doctors, police workers, fire fighters, crossing guards, principals, packagers in supermarkets.

Language Arts
Decision Making
3

OBJECTIVE: The student will be able to solve a problem by considering alternatives, consequences and the feelings of others.

ACTIVITY:

Sometimes we need help because we cannot perform all skills. Here are some everyday problems. The class may come up with other examples in a class discussion. Children could determine which ones they could solve alone and which ones they need help with.

1. A light bulb burns out in your bedroom.
2. The car is making funny clicking noises.
3. You have a toothache.
4. You feel a little sad.
5. You cannot spell a word for your report.
6. You have lost the key to your house.
7. You cannot find the address of a friend.
8. You have a fever.
9. The television set will not work.
10. Your bicycle tire blows out.
11. Your shoe has a hole in it.
12. You cannot get the right answers on your arithmetic homework.
13. You are too far away to hear what your teacher is saying.
14. You break a neighbor's window.
15. Your pen will not write.
16. Your father and mother argue a lot.
17. No one understands you.
18. You have no money for your lunch.

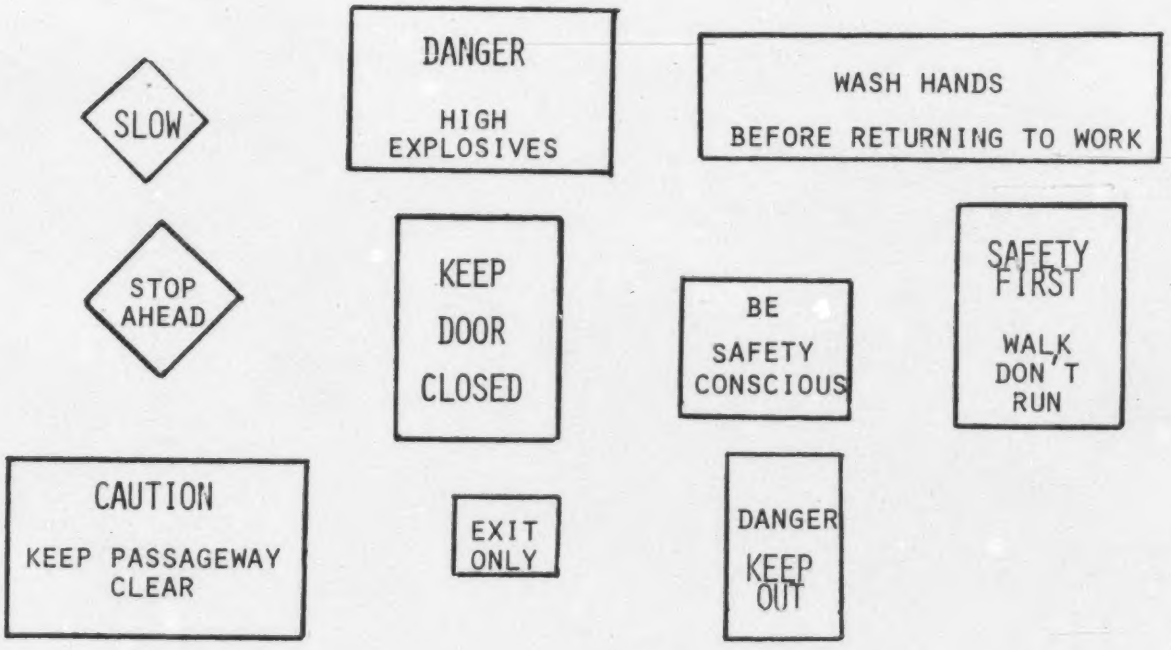
OBJECTIVE: The student will find materials that relate to many areas of work and be able to recognize and classify them into general classifications.

ACTIVITY:

Each area or type of work has rules.

1. Children can discuss various signs seen posted concerning rules for behavior.
2. Each child or committee can choose a sign or design a sign to make on heavy cardboard with printing or pictures, in color.
3. Each child can present his sign to class with a description of the type of work it represents.

Sample Signs:



Language Arts
Decision Making
5

OBJECTIVE: The student will be able to apply decision making skills to school and social problems.

ACTIVITY:

Sharing At School

The class might discuss things at school that they share with other pupils -- the teacher's time and attention (one aspect of which involves taking turns in speaking), toys, school supplies, playground equipment, work, and so on. Episodes of sharing in school might be illustrated, discussed, or acted out.

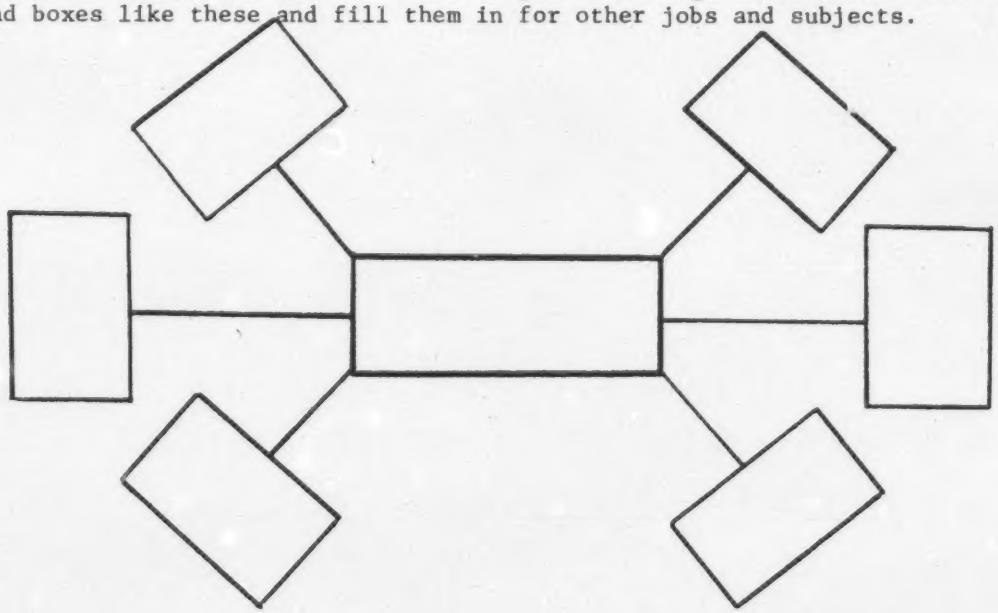
Language Arts
Educational Awareness
6

OBJECTIVE: The student will be able to relate educational and social skills to various occupations and leisure-time activities.

ACTIVITY:

Jobs and School Subjects

In the big square below, write the name of a job you think you would like to do. In the smaller boxes, put the names of the school subjects that would be important for you in order to do this job. You might draw other sets of squares and boxes like these and fill them in for other jobs and subjects.



APPENDIX D

CAREER EDUCATION FACILITATORS

School	Facilitator	Principal	Phone
Orange Unified:			
California Elementary	Judith Crum	Edgar Berriman	532-3351
Fairhaven Elementary	Fred Burry	Ewell Gunter	639-2800
Killefer Elementary	Dave Baker	Thomas Markley	538-4515
West Orange Elementary	Greg Noonan	Glenn Ditmore	538-6423
Portola Junior High	Nancy King	Leonard Surles	538-1133
Yorba Junior High	Hank Sato	Edmund Herman	538-3524
Orange High School	James McMillen Walter Osenbaugh	Jack Fox	538-3516
Santa Ana Unified:			
Diamond Elementary	Herb Michel, Jr.	Tom Nakayama	558-5656
Jackson Elementary	Bill Noble	Dr. Murdo MacLeod	558-5686
Lincoln Elementary	Ross McElfresh Karen Di Pillo	Dan Salcedo	558-5846
Taft Elementary	Sharon De Nisi Carolyn Ralph	Dr. Robert Burroughs	558-5691
Lathrop Intermediate	Betty Morgan	Dr. Pat Kennedy	558-5701
Smedley Intermediate	Linda Snetsinger	Dr. Robert Fuller	558-5711
Valley High School	Barbara Caldwell	John Daywalt	558-5770
Rancho Santiago Community College District:			
Santa Ana College	Peggy Smith Lyle Johnson Judy Othmer		835-3000

CAREER EDUCATION FACILITATORS MONTHLY MEETING

Session #1

Management Team:
Project Director - Jack Sappington
Assistant Director - Larry Johnson
Coordinators - Donna Farmer
Don Isbell
Tom Schrodi
Teacher Specialist - Jan Lamp

Location: Timid Chef
Date: September 13, 1973
Time: 3:45 to 5:00 p.m.

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
3:45 - 3:55 Welcome & Introduction - Jack Sappington	By the close of this session you will:
3:55 - 4:05 Development of Career Education Project - Larry Johnson	1.0 have received information regarding the development and current status of the Orange County Consortium;
4:05 - 4:15 "Orange County Consortium" - Slide/tape Presentation & Update - Don Isbell	2.0 have reviewed all designated responsibilities of a Target School Facilitator;
4:15 - 4:35 Facilitator Job Responsibilities & Reporting Relationships - Tom Schrodi, Donna Farmer	3.0 understand your individual reporting relationships within the project;
4:35 - 4:45 Curriculum Development Plan 1973-74 - Jan Lamp	4.0 have received a briefing on the new method of curriculum development 1973-74;
4:45 - 5:00 Time-Line & Conclusion - Don Isbell	5.0 have received a copy of the calendar of dates for on-site visitations.

CAREER EDUCATION FACILITATORS MONTHLY MEETING

Session #2

Location: CCROP Superintendent's Office
Date: October 3, 1973
Time: 3:45 to 5:00 p.m.

Management Team:
Project Director - Jack Sappington
Assistant Director - Larry Johnson
Coordinators - Donna Farmer
Don Isbell
Tom Schrodi
Teacher Specialist - Jan Lamp

ACTIVITIES		EXPECTED OUTCOMES (OBJECTIVES)
3:45 - 3:55	Introduction of Guests - Jack Sappington	By the close of this session you will:
3:55 - 4:10	Evaluation and Inservice Assessment - Jan Lamp	1.0 have received information regarding the development of career guidance centers in your school.
4:10 - 4:30	Small Group Interaction (Problems/Concerns/Recommendations) Elementary - West Orange, California, Lincoln, Diamond - Jan Lamp Killefer, Fairhaven, Jackson, Taft - Don Isbell Junior High - Larry Johnson Senior High - Tom Schrodi Community College - Donna Farmer	2.0 have received guidance materials to be field-tested (grades 7-14) in your school. 3.0 have received instruments for implementation purposes and surveys for inservice assessment. 4.0 have received general instructions on how to implement curriculum units.
4:30 - 4:40	Career Centers - Larry Johnson	5.0 have submitted your monthly report.
4:40 - 4:50	Guidance Materials (7-14) - Tom Schrodi	
4:50 - 5:00	Summation and Collection of Monthly Reports - Don Isbell	

MONTHLY MEETING
CAREER EDUCATION FACILITATORS

SESSION #3

Location: CCROP Superintendent's Office
Date: November 7, 1973
Time: 3:45 to 5:00 p.m.

Management Team:
Project Director - Jack Sappington
Assistant Director - Larry Johnson
Coordinators - Donna Farmer
Don Isbell
Tom Schrodi
Teacher Specialist - Jan Lamp

ACTIVITIES		EXPECTED OUTCOMES (OBJECTIVES)
3:45 - 3:50	Submission of Monthly Reports	By the close of this session you will:
3:50 - 4:05	Facilitator Feedback - Larry Johnson	1.0 have submitted your monthly report.
4:05 - 4:15	Curriculum Field Testing and New Units - Tom Schrodi	2.0 have received information on reporting procedures.
4:15 - 4:30	Evaluation Visitation - Jan Lamp	3.0 have received instructions on field testing units and new materials.
4:30 - 4:45	Multi-Media - Don Isbell 1. "Kingdom of Could Be You" 2. Media Units 3. Commercial materials	4.0 have received instructions on evaluation visitations by Tadlock Associates Incorporated.
4:45 -5:00	Field Trips - Paul Merritt & Don Isbell	5.0 have received information on the utilization of media materials.
		6.0 have recieved information of field trip program.

AGENDA

CAREER EDUCATION FACILITATORS
MONTHLY MEETING

Session #4

Date: December 5, 1973

Time: 3:45 to 5:00 p.m.

Location: CCROP Superintendent's Office

Management Team:
Project Director: Jack Sappington
Assistant Director: Larry Johnson
Coordinators: Donna Farmer
Don Isbell
Tom Schrodi
Teacher Specialist: Jan Lamp

ACTIVITIES		EXPECTED OUTCOMES (OBJECTIVES)
3:45 - 3:50	Submission of Monthly Reports	By the close of this session you will:
3:50 - 4:05	Progress Report Update - Larry Johnson	1.0 Have submitted your monthly report.
4:05 - 4:15	Curriculum - Field Testing Procedures New Unit Development - Tom Schrodi	2.0 Have received update on last month's activities. 3.0 Have received information on field-testing programs and new unit development.
4:15 - 4:45	Multi-Media and Related Materials - Don Isbell	4.0 Have had the opportunity to view and see career education materials that can be utilized by your school's career center.
4:45 - 5:00	Facilitator Feedback - Larry Johnson	5.0 Have had the opportunity to report on your individual progress, constraints and/or successes in promoting career education in your school.

CAREER EDUCATION FACILITATORS MONTHLY MEETING

Session #5

Location: Timid Chef
Date: January 9, 1974
Time: 3:45 to 5:00 p.m.

Management Team:
Project Director: Jack Sappington
Assistant Director: Larry Johnson
Coordinators: Donna Farmer
Don Isbell
Tom Schrodi
Teacher Specialist: Jan Lamp

ACTIVITIES		EXPECTED OUTCOMES (OBJECTIVES)
3:30 - 3:45	Discussion of Tadlock findings Jan Lamp	At the end of the session, each facilitator will have:
3:45 - 4:00	Facilitator Feedback Analysis and collection of monthly reports Larry Johnson	1.0 received a progress report on Tadlock Associates findings of November 1973.
4:00 - 4:30	"What's Happening in Career Education" Facilitators	2.0 received an update on facilitator progress in regard to their respective monthly reports and conditions at their school sites.
4:30 - 5:00	Inservice Ideas	3.0 reported progress of career education activities at their local sites.
		4.0 participated in suggesting ideas for inservice programs at their respective schools.
		5.0 have submitted their monthly reports to the Career Education Project staff.

AGENDA

MONTHLY FACILITATOR MEETING

Date: February 6, 1974

Time: 3:30 to 5:00 p.m.

Location: CCROP Office
Two City Boulevard East
Room 226 Financial Centre
Orange

ACTIVITIES	EXPECTED OUTCOME (OBJECTIVES)
I. State Department Data Request - Jan Lamp II. Reporting Procedures - Tom Schrodi III. 101 Activities & Media Units - Don Isbell IV. Report of Fairhaven Activities - Fred Burry V. New Materials - Tom Schrodi & Don Isbell VI. Submission of Monthly Reports	At the close of this meeting, the participants will: 1.0 have received information on data requests from the State Department; 2.0 have received 101 activities (elementary) and secondary media units for guidance centers; 3.0 have received a description of activities taking place at Fairhaven Elementary School; 4.0 have had the opportunity to see and peruse new media materials; and 5.0 have submitted monthly reports for the month of January.

AGENDA

Date: March 6, 1974

Time: 3:30 to 5:00 p.m.

MONTHLY FACILITATOR MEETING

Location: CCROP Office
Two City Boulevard East
Room 226 Financial Centre
Orange

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. Evaluation - Jan Lamp II. "101 Career Activities - Elementary" - Don Isbell III. Labeling Career Education Materials and Equipment IV. Reports - Career Education School Activities Linda Vista - Karen Runnion Lowell - Ted Nelson Orange High - Norm Syler V. Discussion VI. Submission of Monthly Reports	At the close of this meeting, the participants will: 1.0 have received evaluation information on the project as well as future site visits; 2.0 have received information on the 101 Career Education Activities (Elementary); 3.0 have received a description of activities taking place at Linda Vista Elementary School; 4.0 have received instruction on labeling and documentation of materials and equipment purchased by the project; 5.0 have had the opportunity to participate in general discussion; 6.0 have submitted monthly reports for the month of January.

D-8

AGENDA

Date: March 27, 1974

Time: 3:30 to 5:00 p.m.

MONTHLY FACILITATOR MEETING

Location: CCROP Office
Two City Boulevard East
Room 226 Financial Centre
Orange

Activities	Expected Outcomes (Objectives)
I. Evaluation - Jan Lamp II. View "The World of Work" - Carol Garth III. Report on Project Activities - Tom Schrodl, Don Isbell IV. Discussion V. Submission of Monthly Reports & Individual Plans	At the close of this meeting, the participants will: 1.0 have received evaluation information on the project as well as future site visits; 2.0 have viewed the film, "The World of Work" and participated in a discussion; 3.0 have received information on current project activities; 4.0 have had the opportunity to participate in general discussion; 5.0 have submitted monthly reports for the month of March as well as individual plans.

FACILITATORS' MONTHLY MEETING

Date: May 1, 1974

Time: 3:30 to 5:00 p.m.

Location: CCROP Office
Two City Boulevard East
Room 226, Financial Centre

ACTIVITIES	EXPECTED OUTCOMES
I. May 2nd Conference - Don Isbell II. Post-test Survey and End of Curriculum Testing Jan Lamp III. Evaluation Visitations - Jan Lamp IV. Submission of Monthly Reports and Evaluation Plans - Tom Schrodi	By the end of the session the participants will have: 1.0 received information about the Career Education Conference to be held at Orange High School at 3:30 p.m on May 2, 1974; 2.0 received a supply of forms A & B and pertinent instructions on how to complete some, as well as the timeline dates for submission; 3.0 received the dates for evaluation site visits by Tadlock Associates at all target schools. 4.0 submitted and discussed their monthly reports for April and evaluation plans for May 21st and 22nd.

D-10

AGENDA

MONTHLY FACILITATOR MEETING

Location: CCROP Office

Date: June 5, 1974

Time: 3:45 to 5:00 p.m.

Management Team:
Director: Jack Sappington
Assistant Director: Larry Johnson
Coordinators: Donna Farmer
Don Isbell
Tom Schrodi
Teacher Specialist: Jan Lamp

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
3:45 - 4:00 Overview of Project Activities Larry Johnson 4:00 - 4:55 Plans for Next Year A. evaluation of this year's activities B. facilitators - next year C. mini-units D. inservice ideas E. recommendations 4:55 - 5:00 Submission of Monthly Reports	At the end of the session, each facilitator will have: 1.0 received an overview of the project activities for 1973-74; 2.0 participated in group evaluation discussion about this year's activities and suggested recommendations for procedures to be adopted for next year; 3.0 have submitted the monthly reports for May.

APPENDIX E

ORANGE COUNTY CONSORTIUM (OCC)
PATTERNED INTERVIEW FORM

Name of School:_____ Date:_____

District: SA_____ Or_____ RS_____ Facilitator:_____

Name of Person:_____

Position:_____

Unit Developer:_____ (dates) Title:_____

Unit User:_____ (dates) Title:_____

1. To what extent is Career Education an element in your school/class?
   1 2 3 4 - 5

   Comment:_____

2. To what extent is the OCC making an impact on your school/class?
   1 2 3 4 - 5

   Comment:_____

3. Have you received any instructional/counseling materials from the OCC?
   Yes____ No____ Don't know____. If YES, how would you rate such materials? 1 2 3 4 - 5

   Comment:_____

4. Have you received any orientation/inservice training related to the OCC?
   Yes____ No____ Don't know____. If YES, what and when?

   _____

   _____

   How would you rate the effectiveness of the training in helping you (a) understand and (b) use career information?

   a. 1 2 3 4 - 5 b. 1 2 3 4 - 5

   Comment:_____

5. Have you had any personal contact/assistance from the OCC central staff?
   Yes____ No____. How do you rate the effectiveness of the information or assistance you have received from the OCC? 1 2 3 4 - 5

   Comment:_____

6. To date, has the OCC <u>had</u> <u>any</u> impact on the students in your school/class?
   1 2 3 4 - 5. If it has had any impact, in what ways?

   _____

   _____

   _____

7. Any suggestions for further improvement of the OCC? _____

   _____

   _____

ORANGE COUNTY CONSORTIUM (OCC)
CAREER EDUCATION MODEL
TEACHER PRETEST

Answer each of the following questions by marking the appropriate response on the answer sheet:

1. I am an OCC facilitator in my school. a) Yes b) No

2. I have previously worked on developing OCC curriculum units. a) Yes b) No

3. I have previously worked on developing OCC multimedia units. a) Yes b) No

4. I am presently developing an OCC curriculum unit. a) Yes b) No

5. I am presently using one or more OCC curriculum unit(s) in my class. a) Yes b) No

6. Have you discussed career education during the past year in any of your classes?

   a) Yes b) No

7. If YES to question #6, to what extent did you talk about employment opportunities, career preparation, work or related topics?

   a) Rarely b) Occasionally c) Frequently

   d) At every appropriate opportunity

8. Which one of the following responses best indicates your understanding of career education?

   a) Vocational education and career education are the same.
   b) Vocational education is an important part of career education.
   c) There is no relationship between vocational education and career education.

9. Which of the following responses best indicates your understanding of career education?

   a) General education and career education are the same.
   b) General education is an important part of career education.
   c) There is no relationship between general education and career education.

10. Which of the following responses best indicates your understanding of career education?

a) Counseling and guidance are the same as career education.
b) Counseling and guidance are an important part of career education.
c) There is no relationshop between the area of counseling and guidance and that of career education.

11. Do you believe students in high school have given serious thought about a career after they leave school?

a) Yes
b) No

12. Where do you think students get the most help in exploring career possibilities? (Mark only one.)

a) Teachers
b) Counselors
c) Parents/other adults
d) Mass media (books, TV, magazines, etc.)
e. Other students

13. Do you believe that career education can help students better understand why certain subjects are taught in school?

a) Yes
b) No

14. Do you believe that school should prepare students for some type of work?

a) Yes
b) No

15. Do you think that school should help students find a job after graduation?

a) Yes
b) No

16. Mark one of the following responses to indicate your assessment of career education in your school:

a) It has made an impact on the curriculum.
b) It is a static concept.
c) It is a growing concept.
d) It is decreasing in influence.
e) It is increasing in influence.

ORANGE COUNTY CONSORTIUM (OCC)
CAREER EDUCATION MODEL
STUDENT PRETEST (7-14)

Directions: Mark on answer sheet the response that best reflects your belief or answer to each of the following questions.

1. Have you discussed career education during the past year in any of your classes?

   a) Yes
   b) No

2. If yes, to what extent did you talk about employment opportunities, career preparation, work, or related topics?

   a) Rarely
   b) Occasionally
   c) Frequently
   d) At every appropriate opportunity

3. Which one of the following responses best indicates your understanding of career education?

   a) Vocational education and career education are the same.
   b) Vocational education is an important part of career education.
   c) There is no relationship between vocational education and career education.

4. Which one of the following responses best indicates your understanding of career education?

   a) General education and career education are the same.
   b) General education is an important part of career education.
   c) There is no relationship between vocational education and career education.

5. Which one of the following responses best indicates your understanding of career education?

   a) Counseling and guidance are the same as career education.
   b) Counseling and guidance are an important part of career education.
   c) There is no relationship between the areas of counseling and guidance and the area of career education.

6. Have you given serious thought to a career after you leave school?

   a) Yes
   b) No

7. Where do you get the most help in exploring career possibilities? (Mark only one.)

   a) Teachers
   b) Counselors
   c) Parents/other adults
   d) Mass media (books, TV, magazines, etc.)
   e) Other students

8. Do you believe that career education can help you better understand why certain subjects are taught in school?

   a) Yes
   b) No

9. Do you believe that school should prepare you for some type of work?

   a) Yes
   b) No

10. Do you think that school should help you find a job after graduation?

    a) Yes
    b) No

11. Mark one of the following responses to indicate your assessment of career education in your school:

    a) It has made an impact on the curriculum.
    b) It is not very important.
    c) It is growing in importance.
    d) It is decreasing in importance.

ORANGE COUNTY CONSORTIUM (OCC)
CAREER EDUCATION MODEL
STUDENT POSTTEST (4-6)

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Name of School: _____ Date: _____

Grade (circle one): 4 5 6 Age: _____

Sex (circle one): Male Female

Directions: Answer the following questions as quickly as you can. You may check more than one answer for some questions, so read each question carefully.

1. When studying this unit, did you learn something interesting or new on any of the following subjects? (Check those that you learned about.)

   _____ a. Occupations or jobs you would find interesting for yourself

   _____ b. How you can prepare yourself to get a job

   _____ c. How different types of occupations help make your life more secure, comfortable, or healthy

   _____ d. How working helps provide satisfaction to a person

   _____ e. How you can find out more about jobs in which you are interested

2. When studying this unit, did you learn how school subjects (math, English, etc.) can help a person on various jobs?

   _____ Yes _____ No _____ Don't know

3. Did you find the topics you studied in this unit interesting?

   _____ Yes _____ No _____ Don't know

4. When studying this unit, did you do any of these activities? (Check only the ones that were done in this unit.)

   _____ a. see a film

   _____ b. go on a field trip

   _____ c. have a guest speaker visit the class

   _____ d. listen to a tape recording or record

   _____ e. read a book or magazine

   _____ f. other: _____

5. Did you like studying this unit on career education?

   _____ I liked it VERY MUCH _____ I liked it _____ I liked it a little

   _____ I did not like it _____ No opinion

APPENDIX F

CAREER EDUCATION PROJECT

Orange County Consortium

ANGE UNIFIED SCHOOL DISTRICT — SANTA ANA UNIFIED SCHOOL DISTRICT — RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

April 16, 1974

TO: Principals of All Schools in Orange County

FROM: Jack Sappington, Career Education Project Director

The Career Education Project, Orange County Consortium would like to invite you and your staff to attend an inservice session on career education to be held on Thursday, May 2, 1974 at 3:30 p.m. The meeting will be held at the Little Theater, Orange High School, Orange Unified School District, and will feature Gerald Elbers, Acting Director of the Division of Career Education, United States Office of Education, Washington, D. C.

We hope that you and interested staff from your school will attend.

In order that facilities for seating will be adequate, please notify my office of the number attending from your school by Friday, April 26 (714-997-6111).

Sincerely,

Jack Sappington

mv
cc: District Superintendents

PROJECT DIRECTOR'S MEETING

IMC - ORANGE UNIFIED SCHOOL DISTRICT

AGENDA
May 2, 1974

9:00 - 9:05	Welcome	Dr. Clark Stone Associate Superintendent Santa Ana Unified School Dist.
9:10 - 9:20	Project Overview	Jack Sappington Project Director
9;20 - 9:30	Media Presentation "Career Education through Creative Puppetry"	Ms. Gayle Levine & Students Cerro Villa Junior High Orange Unified School District
9:30 - 10:00	College Overview	Ms. Donna Farmer Dean of Instructional Services Santa Ana College
	College Curriculum Development	Shirley Stoabs
	College Media Unit	L. Gundrum
10:00 - 10:15	Coffee Break	
10:15 - 10:45	Elementary Guidance Component	Ms. Sharon DeNisi Taft Elementary - SAUSD Mr. Ned Nelson Lowell Elementary - SAUSD
10:45 - 11:00	Media Presentation	Don Isbell Coordinator Career Education Project
11:00 - 11:30	ROP Programs	Dr. Ed Roberts Superintendent - CCROP
11:30 - 11:45	Travel to Timid Chef	
1:00 - 3:00	Site Visitations	(see below)

Choose one of the site visitations. Project personnel from the Orange County Consortium will supply transportation.

A
Santa Ana College

1:30 - 1:50 Career Planning Center/ Peggy Smith
Lyle Johnson
2:10 - 2:45 Chestnut Career Center/ Judy Othmer

B
Valley High School Career Center

Santa Ana Unified School District
(Larry Johnson)

C
Fairhaven Elementary

Portola Junior High
(Don Isbell)

D
"Lazy Owl"
&
Banking Program
(Jan Lamp)

CAREER EDUCATION

Newsletter

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Orange County Consortium

ANGE UNIFIED SCHOOL DISTRICT • SANTA ANA UNIFIED SCHOOL DISTRICT • RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Donald Ingwerson, Ed. D. Superintendent | Charles F. Kenney, Ed. D. Superintendent | John E. Johnson, Ed. D. Superintendent

Volume 2, Number 1 | January, 1974

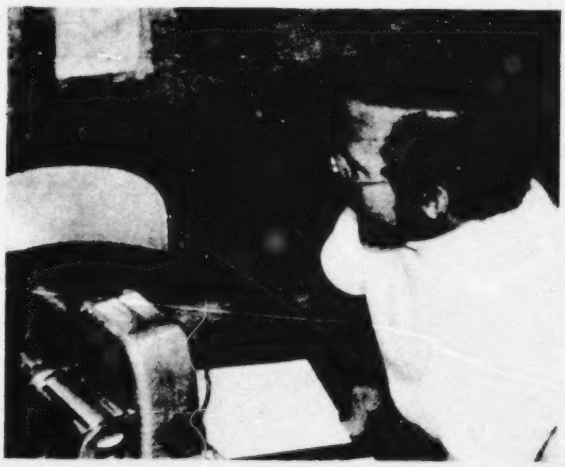
LARRY JOHNSON

In September of this year, the Career Education Project began its second year. No doubt you have teaching techniques and ideas in this important area which should be shared with other staff members. We want to keep you informed of our goals for the project, and we welcome your response to this newsletter.

FACILITATORS

Fifteen target schools are currently participating in the Orange County Consortium, Career Education Project. Each site has one to three facilitators, who act as liaison between their schools and the project staff members.

These twenty facilitators have been actively supporting the project staff and the individual needs of their schools.

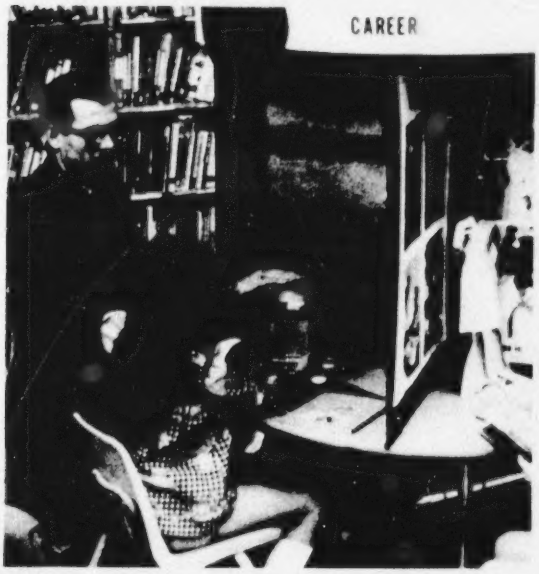


Herb Michel is the career education facilitator at Diamond Elementary School in Santa Ana. He currently helps to integrate regular education pupils (K-5) with the special education students in order to increase the acceptance of each group for the other. Also, a prescriptive tracking is used with each student to maximize his success potential.

CAREER EDUCATION PROJECT STAFF

Jack Sappington . . . . Project Director
Orange Unified School District
Donna Farmer . . . . . Coordinator
Rancho Santiago Community College District
Don Isbell . . . . . Coordinator
Orange/Santa Ana Unified School District
Larry Johnson . . . . Assistant Director
Orange/Santa Ana Unified School District
Jan Lamp . . . . . Teacher Specialist
Orange Unified School District
Tom Schrodi . . . . . Coordinator
Orange/Santa Ana Unified School District

Carolyn Ralph, a facilitator at Taft Elementary School in Santa Ana, helps supervise students in a school election. She is currently sharing the responsibility of facilitator with Sharon De Nisi. Both Carolyn and Karen have been actively involved in the Career Education Project, developing materials and assisting teachers with implementation strategies.



Fred Burry, of Fairhaven Elementary School (Orange), guides a student using a career filmstrip. Fred set up a unique "Career Carousel" with study booths for sound/slide equipment and additional career materials. This Carousel was developed out of scrap materials and is an attractive asset to their library.

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Greg Noonan, facilitator at West Orange Elementary School, demonstrates to students one of the many models that were on display during a program presented by NASA.

Linda Snetsinger has individualized her math class and is shown here helping a student. Linda is a facilitator at Smedley Intermediate School in Santa Ana. She is currently coordinating the efforts of the Career Education Program and is helping to promote career activities at Smedley.

ROLE OF FACILITATORS AT RSCCD

Donna Farmer, who is directing the Career Education Project activities

in the Rancho Santiago Community College District, asked each of her three facilitators to tell how they view their roles as career education facilitators at Santa Ana College.

Peggy Smith: I see my role as facilitator of the RSCCD section of the Orange County Consortium as one of information and guidance.

The word "facilitator" is very appropriate for I feel the position is "to make it easier" for the person who is writing and preparing the career unit.

I will keep myself aware of career consortium definitions, unit deadlines, availability of media equipment, guidelines, and whatever else the teacher might need to begin creating and writing a good career unit.

After the unit is begun I will be a "cheerleader." I will keep in contact with the teachers, help them work out their problems (practically or theoretically), keep them up to date on deadlines, guidelines, etc., and be someone to turn to for an answer.

If I can achieve these personal goals, I feel we should have some good units, some proud teachers, and students who will gain lasting benefits from this program.

Judy Othmer: I feel that my role as facilitator of the RSCCD section of the Orange County Consortium is a key position upon which the success of the program depends.

First, in order to do my job successfully, I feel that I must have a sincere enthusiasm for career education and must be able to communicate that enthusiasm to the teachers. I am a salesman in the real sense of the word.

It is my job secondly to be informed. I must be a liaison between the inquiring teachers and the program coordinator who has the answers.

And, I must be an assistant to my teachers. I must encourage them, offer any suggestions I can, do anything I can to make their job easier.

I feel that if I do my job well, the teachers will also perform well, and our program will be the success we want it to be.

Lyle Johnson: Many traditionally "liberal arts" oriented faculty need

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information about career education before they can be persuaded to write or test curriculum units. As a facilitator for career education, I will need first to arouse interest and enthusiasm in instructors by encouraging them to define and identify those elements within their courses that are applicable to career training. Many instructors are unaware of the applicability of their material to career training, or they may feel it is insignificant because of limitations in the course material. Others resent the career education concept because so much of it is expressed in educationist jargon, and they miss the significance of career education itself.

My role as facilitator will consist primarily of explaining career education, and encouraging instructors to take an active step in helping students develop career awareness, make career choices, and ferret out varieties of employment available to them in humanities and social sciences, where career opportunities are more subtle and definitive skills are less identifiable even to the instructors themselves. Writing, speaking, and research skills are useful if not essential in so many types of work that they should be taught in direct significance for students. My work of facilitator thus will be one of interpreter of career education to the instructor and of his role in relation to it.

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"When I Grow Up I'm Going to Be Married"

"When I Grow Up I'm Going to Be Married" is the name of a unique girls' career workshop developed by the Advisory Commission on the Status of Women, and implemented as a part of Portola Junior High School's Career Guidance Program. The game serves as a start toward these goals:

1. to give girls greater awareness of the realities of women's lives;
2. to give girls experience and self-confidence in dealing with unexpected hardships or altered circumstances; and
3. to motivate girls to change their current activities and plans so future pitfalls can be avoided and the maximum potential of their abilities can be realized.

Nancy King at Portola Junior High and her students participate in a career game.

The game utilizes the statistics from the "California Women's Report of 1971," such as:

1. six out of ten girls will work outside the home for at least thirty years;
2. three out of ten will be divorced; and
3. one out of ten will be the head of a family, etc.

In the group of ten girls, each person becomes a statistic. For example, six find they will work thirty years or more, three will become divorced, etc. Various chance factors are added, and the group discusses and decides upon the best way for each girl to handle her situation of having to return to work, wanting to move into a more challenging career, and so on. The tentative career goal each girl actually has at this time is kept in mind. Sometimes research is needed in order to solve the problem; for example, a girl may need to know the cost of child care or whether loans are available for education. The finding would be reported at the next meeting.

The three-meeting program appears to

be very successful in progression toward the goals previously mentioned. Typical comments at the end of the program are, "Now I realize I probably will not simply get married and live happily ever after," or, "I now see the importance of preparing for a career."

ORANGE COUNTY CONSORTIUM - ONE OF FOUR NATIONAL SITES TO TEST MATERIALS

On June 25, 1973, Dr. Patrick Weagraff, Director of the Public Service Occupations Curriculum Project (PSOCP) for the California State Department of Education, formally requested permission from Jack Sappington, Project Director of the Orange County Consortium Career Education Model, to conduct an informal pilot test during the 1973-74 school year of materials developed by the PSOCP. The Orange Unified School District Board of Education granted formal approval of the pilot test on August 2, 1973.

Tom Schrodi, Coordinator of Career Education for the Orange County Consortium along with Mr. James Lynn, Curriculum Specialist with the Public Service Occupations Curriculum Project, will work directly with the teachers involved in the pilot test. Mr. Lynn will also assume the leading role in the teacher orientation, preparation of pre and post test materials, as well as the development of a final report detailing the results of the pilot test.

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TOM SCHRODI EXPLAINS NEW CURRICULUM DEVELOPMENT

This year the Orange County Consortium Career Education Project is embarking on new curriculum unit development in five cluster areas of: Transportation, Public Services, Manufacturing, Marketing and Distribution, and Marine Sciences. Curriculum unit development will be initiated in three phases this project year: October, December and February.

Teachers who are willing to participate submit a proposal for unit development. This proposal consists of a rationale, subject matter concepts, sample unit and student performance objectives, sample learning activities, and a tentative plan for pilot testing the unit.

This proposal is then reviewed by a selection committee and authorization to proceed with unit development is given to the curriculum unit developer. The teacher then is required to attend two workshops during that phase of development for guidance and technical assistance. Upon submission and approval for award of stipend, by the approval committee, the teacher will be paid a portion of the stipend. The remaining portion of the stipend will be due the writer after the completion of the following activities:

a) teaching of the unit
b) evaluation of how well the students meet the objectives of the unit
c) submission of revised units based on evaluation results

The uniqueness of such a plan of curriculum development:

1) gives teachers flexibility in choosing when they want to become involved in curriculum development throughout the project year;
2) allows teachers to develop curriculum on an individualized basis within an adequate time frame;
3) allows teachers to seek technical assistance and resources necessary, if the need arises, from project staff members and outside consultants;

4) allows teachers from all grade levels K-14 to develop curriculum units in career education;
5) provides teachers with guidelines and models to follow for development of each component part of a unit.

Thus, when your school receives a bulletin for participation in Phase III of Career Education Curriculum Development, contact your district Career Education Office for details.

UNIT ON TARGET

Each quarter in our newsletter we will feature a unit which was designed by a teacher who was involved in the curriculum phase of our Career Education Model K-14.

This quarter's unit is entitled, "Helping Hands." The teacher who developed this unit is Jane McCloud, District Department Chairman of Health Services for the Orange Unified School District. This unit is intended for grade one in the health area.

The unit focuses on an appreciation of community health occupation programs. Students learn to recognize their roles in daily health care as well as the benefits people derive from the assistance of health professionals in the various community health services.

Throughout the unit the students are exposed to a variety of learning activities such as:

a) viewing a filmstrip on a "Trip to the Easter Seal Rehabilitation Center"
b) creation of a "center" so students may role-play
c) construction of audiometers and physical therapy kits (these items are made out of classroom supplies)
d) the students then role-play an audiologist and physical therapist.

Published by:
Career Education Project
Orange County Consortium
370 North Glassell
Orange, California 92666

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CAREER EDUCATION

Newsletter

Orange County Consortium

RANGE UNIFIED SCHOOL DISTRICT • SANTA ANA UNIFIED SCHOOL DISTRICT • RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Donald Ingwerson, Ed. D. Superintendent
Charles F. Kenney, Ed. D. Superintendent
John E. Johnson, Ed, D. Superintendent

Volume 2, Number 2 June, 1974

Jack Sappington, Director of the Career Education Project, is a strong believer in quality education. He believes that one of the major goals of education is to prepare every student in such a way that by the time he leaves the educational system, he will possess sufficient skills and knowledge to make a wise career choice.

Jack and the project staff have defined career education as being "the continuous process of self-development and fulfillment over the individual's life span through education, work, and leisure".

As the project concludes its second year Jack beleives that it has made a major contribution in improving existing career centers or initiating new ones at the high school and junior high school level. Jack has been impressed by the enthusiasm which the the guidance counselors have shown in taking up the challenges of establishing one of the best guidance systems in the United States.

On the community college, senior high, junior high and elementary levels, the curriculum has reflected the impact of the Career Education Project.

Jack sees the third year of the project as one of massive inservice expanding from fifteen target schools in the three districts to over eighty schools.

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Don Isbell, Career Education Coordinator for the Orange County Consortium, would like to encourage all teachers, aides, and administrators to send newsworthy items related to career education to:

Orange County Consortium
Career Education Project
370 North Glassell
Orange, California 92666
Attention: Don Isbell, Editor
(997-6111)

Shirley Stoabs

In late January, Mrs. Shirley Stoabs was asked to serve as Career Education Curriculum Consultant to the faculty members who are preparing career education units. Shirley will meet with the writers individually, and assist them in defining their objectives, in relating varied learning activities to their objectives, and in preparing resource materials and evaluation instruments that are related to and will measure their objectives. She will review the projects as they are being written, help the writers with any necessary revisions, facilitate the pilot testing of the units, and submit the completed forms to the project office with an evaluation form.

Shirley feels that the career units which are being prepared are important for several reasons. Many are interdisciplinary. For example, a unit on preparing a resume may be relevant in many disciplines and at many different grade levels. When students can see a relationship between material they are being asked to learn and their eventual career goals, they become more motivated to learn. Therefore, in the development of career education units, two things should be very significant: 1) will the unit be applicable in more than one discipline, and 2) will the student be able to see the relationship between his chosen career and what he is being asked to learn?

Career education implies total staff commitment and involvement and deals with the entire curriculum. There should be no barrier between subject matter areas, grade levels, and career tracks. The classroom should become a setting for more real-life experiences through greater use of teaching aids, independent study, resource persons, and the community in general.

Shirley has a sincere interest in, and enthusiasm for career education and is eager to work with the faculty in developing career units. All of the career facilitators join Mrs. Stoabs in encouraging you to share your ideas by writing career units and making them available to other instructors within the community.

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Janet Thomson

Answer to Complaint" is a career unit developed by Janet Thomson, Secretarial Department, Santa Ana College, to help students become aware of one aspect of the legal secretary. After writing the unit, Jan found her teaching and preparation much more organized in meeting students' career needs. This writing experience has also encouraged her to organize other units with a career emphasis. Jan has found that students are extremely interested in relating classroom objectives directly to a job situation and, therefore, are more motivated to learn.

Included in the career objectives are the different levels of legal secretarial positions, necessary skills and experience required for a beginning position, local salaries, and local hiring policies. Upon completion of the unit, students will have a file of forms to use on the job, the knowledge of how an answer to a complaint is written, and information about legal secretarial careers in Orange County.

The unit includes transparencies, instructor's resource materials, and a post test. "Answer to Complaint" could be used in advanced typewriting classes, secretarial procedures classes, and legal secretarial classes.

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Jan Hall

The processing of words is not new, but the instruction of functional management into the secretarial area through word processing is new.

Word processing is a method of producing written communication at top speed, with the greatest accuracy, the least effort, and the lowest possible cost through the combined use of proper procedures, automated equipment, and trained personnel.

Today's secretary needs an awareness of these procedures, the equipment involved and career paths in this area. Jan Hall, chairman of the Secretarial Department at Santa Ana College, has developed a career unit, "Word Processing: Concepts and Career Paths," which defines new career paths in word processing. These career paths utilize functional job descriptions, resulting in "job fit" based on what the secretary does, not for whom she works, and offer new potential for equality, status, and pay.

Jan's career unit could be used in such classes as secretarial procedures, machine transcription, and communications classes, grades 11-14, and Continuing Education. Transparencies, a post test, and instructor's resource materials are included to make it easy for any instructor to use the unit.

ORANGE COUNTY CONSORTIUM TESTS FILM SERIES FOR U.S.O.E.

During the past summer and the 1973-74 school year, the Orange County Consortium has tested sixteen career education films designed for children aged three to eight. Coordinating this testing with UCLA and the Office of Education was Don Isbell of the Career Education Project staff.

The purpose of the study was to evaluate the student responses to the sixteen films, "The Kingdom of Could Be You." After viewing the films, the children were individually interviewed to assess whether the objectives of each film were met:

1) to develop an awareness of occupational opportunities;
2) to enable the child to see himself in a variety of occupational roles;
3) to develop an awareness of situations that display responsibility to self and others.

During the pretest, children were asked by the interviewers, "What would you like

to be when you get big?" Out of twenty-two six year old girls, only two mentioned jobs (occupations) usually associated with men (doctor and police worker). After viewing the film, "The Kingdom of -- Could Be You," seven girls listed occupations usually associated with men (rescue squad worker, artist, house builder, baker, police worker, home builder, and film maker). Evidently these six year old girls pictured themselves in a broader range of jobs after viewing the girls in the film participating in all types of occupations. Similar results were obtained from twenty-two seven year old girls.

Many thanks are in order for the cooperation of the principals, teachers and students who helped in this study. Unfortunately, less than 6% of all media is evaluated before being used in the classroom. Hopefully more research will facilitate children's learning. If you are interested in reading further about this testing, an eighty-four page document is on file at the Career Education Project Director's office explaining the entire testing program.

Larry Gundrum

One of Orange County's least-known and yet largest markets for employment is the Insurance Industry. With thirty-eight companies and 400 agencies employing over 10,000 people, the county has become the insurance center of Southern California.

Larry Gundrum, chairman of the Insurance Department at Santa Ana College, is developing a career unit which lists the needs, requirements, and positions available in this large industry. In terms of needs, the industry estimates that 1,000 new people will be required for 1974. Requirements vary with the job, but generally a desire to work with people is a major prerequisite. Positions for men and women range from entry-level to management.

"Insurance Careers" will include a description of the types of employers, their locations, the different positions available and salary schedules. The material, in the format of a slide-tape presentation, will include instructor's resource materials and a post test. This particular unit would be very effective in career centers, in Continuing Education, and in grades 10-14.

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ELEMENTARY GUIDANCE COMPONENT COMPLETED

Congratulations are in order for the team of teachers and counselors who have been developing and compiling career education guidance activities for the elementary level.

Sharon De Nisi has coordinated the efforts of the team, with members of the career education staff and the following group of teachers and counselors from both the Santa Ana and Orange districts participating: Eileen Crane, Terry Dickman, Bob Grissinger, Richard Kempf, Dottie Koerner, Janet McDonald, Ted Nelson, Marcella Whang, and John Williams.

The elementary guidance materials were based on elements of career education compiled by the United States Office of Education. The developed guidance materials will be used to supplement the instructional program. Included within the guidance plan is an inservice component to provide teachers and counselors with training in its utilization.

RUDY MAY "PITCHES" CAREER EDUCATION

One effective technique of bringing career education into the classroom is the utilization of guest speakers from the community. All the career education target schools have employed this method to meet their individual needs. At Portola Junior High, counselors Nancy King and Stu Gibson have scheduled guest speakers on a regular basis to talk to students about their career interests. One reknowned guest was Rudy May, pitcher for the California Angels.

Rudy believes that every individual should set his life goals and gear all his energies toward achieving his aim. Moreover, he stressed to the students that having a strong self-concept is an important factor in accomplishing any tasks.

Rudy not only spent his time in the early morning talking to students in classes, but also signed autographs throughout the lunch hour. After school he met with the Portola baseball team and gave them various "pointers" on pitching and batting.

Thanks to guest speakers like Rudy May and concerned counselors such as Nancy and Stu, Portola students' experiences have been broadened.

UNIT ON TARGET

In each of our newsletters we have featured a curriculum unit from those developed specifically for our Career Education Model K-14 by SAUSD and OUSD teachers.

In this issue we feature a two-week simulation developed by Norman Syler, world history teacher at Orange High School. After his tenth grade students have studied various nations of the world from many different aspects, Mr. Syler introduces the simulation called "New Country," in which the students must create a new government following a plane crash on a deserted island. Initially the students are uncertain about how they should proceed because they are normally not placed in a situation where they have to make their own decisions. It takes approximately fifteen minutes for a class leader to emerge and assume leadership. Mr. Syler then changes from his traditional role of leading the classroom activities to that of a United Nations advisor for the class.

Topics discussed throughout this two-week period are political, economic, social and cultural in nature. Immediate political needs to be resolved by the class for establishing their "new country" are: a constitution, a name, a flag, a postal system, immigration policies, diplomatic relations with other countries, as well as role assignments of class members to run the government. Economic considerations include the establishment of a monetary system, the development of an agricultural or industrial economy, the establishment of export and import policies, and designated work roles within the economy for class participants. Social and cultural considerations are educational and religious institutions; health, sanitation and transportation facilities; conservation, energy, housing density policies.

This simulation utilizes many career education concepts and relies heavily on

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the knowledge of the social studies subject matter covered previously in the course. Therefore the "marriage" in this example between world history and career education creates an exciting, rewarding experience for kids.

If you are interested in using this excellent unit in your classroom, please contact Tom Schrodi or Don Isbell at 997-6111.

"DID YOU DO WHAT YOU SAID YOU WOULD?"

The Orange County Consortium for Career Education, like many other federally funded programs, must undergo a thorough program of evaluation. Our project is subject to both "process" and "product" evaluations, performed by Tadlock Associates Incorporated (TAI) and Educational Testing Service (ETS).

Fred and Joan Carvell represent TAI as internal or in-house evaluators, and provide the members of the project management team with management assistance and guidance in the planning and assessment of all major project components. During November and May of the 1973-74 school year, the Carvells visited all target schools and talked with principals, counselors, teachers involved in writing new curriculum units, and those involved in field testing existing curriculum units and media samples. A pre/post comparison of remarks will indicate the direction and degree of attitude change and acceptance of the basic concepts of Career Education.

Ivor Thomas of ETS and Joe Thomson of the State Department of Education Task Force on Career Education are external, third-party evaluators, primarily concerned with product measurement or the effect of the project components on the target school students. Dr. Thomas and Dr. Thomson work with the project management team in reviewing the established evaluation design, recommending revisions of program and student performance objectives, and analyzing pre/post tests and survey data gathered by career education staff throughout the year.

The project management team has utilized the recommendations and advice of both internal and external evaluators to construct an evaluation design that measures such things as: attitudes and opinions about career education from teachers, administrators, counselors, students, parents, businessmen and industry; student and teacher reaction to curriculum units being field tested in the classroom; teacher reaction to inservice training sessions; pre/post tests of student gain within each curriculum unit; counselor reaction to use of counseling component.

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CAREER EDUCATION PROJECT STAFF

Jack Sappington. . . .	Project Director Orange Unified School District
Donna Farmer.	Coordinator Rancho Santiago Community College District
Don Isbell.	Coordinator Orange/Santa Ana Unified School District
Larry Johnson.	Assistant Director Orange/Santa Ana Unified School District
Jan Lamp	Teacher Specialist Orange Unified School District
Tom Schrodi	Coordinator Orange/Santa Ana Unified School District

CAREER EDUCATION

INFUSION UNITS

Orange County Consortium

GE UNIFIED SCHOOL DISTRICT • SANTA ANA UNIFIED SCHOOL DISTRICT • RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

UNITS ON TARGET

APPENDIX G

AGENDA

Date: January 23, 1974

Location: Portola Junior High

Time: 7:30 to 8:00 a.m.

Teachers' Meeting

Principal: Leonard Surles

Program: Nancy King, Tom Schrodi and Don Isbell, Career Education Project, Orange/Santa Ana Unified School Districts. Phone 997-6111.

ACTIVITIES	EXPECTED OUTCOMES
What is career education, and why the need in junior high school? Who is a facilitator, and what is her role at your school? Career education curriculum units. 101 career ideas for the classroom. Creative Puppetry and Senior Teacher Project on Elementary Guidance.	By the close of this session you will: 1.0 have a better understanding of the need for career education in the junior high school. 2.0 have received information on the facilitator, Nancy King, and her role at Portola. 3.0 have received information on implementation of career education activities. 4.0 have received the opportunity to write curriculum units and will understand the reasons for testing these units. 5.0 have received 101 career activities for use in the classroom, and information on the upcoming class, "Career Education through Creative Puppetry."

Definition of Career Education:

Career education is . . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

- Dr. Kenneth B. Hoyt, in Career Education: What It Is and How to Do It

AGENDA

Date: March 27, 1974

Time: 2:00 to 3:00 p.m.

STAFF DEVELOPMENT

Location: Portola Junior High
Orange
Principal: Len Surles
Vice Principal: Ralph Gunderson

Program: Don Isbell and Tom Schrodi
Career Education Project
Orange/Santa Ana Unified School Districts
Phone 997-6111

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. "Who Is Dissatisfied?" II. "Career Awareness - The Alternative" III. Career Education Teacher Occupation Survey IV. Update on Orange County Consortium Activities at Portola	By the close of the session, you will: 1.0 have priority ranked eight aspects of work as identified by American workers at all occupational levels; 2.0 have viewed and participated in a discussion about factors to be considered for job selection; 3.0 have completed and developed career activities to be utilized by you in your classroom; 4.0 have received information regarding career activities which have taken place at Portola.

STAFF DEVELOPMENT

Date: April 3, 1974

Time: 7:30 to 9:15 a.m.

Location: Yorba Junior High School

Principal: Edmund Herman

Assistant Principal:
Gerald Uffelman

Program: Tom Schrodi, Don Isbell
Career Education Project
Orange/Santa Ana Unified School Districts
Phone: 997-6111

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. Background on career education activities II. Film, "World of Work" III. Discussion IV. "Who Is Dissatisfied?"	By the close of the session, you will: 1.0 have received information regarding career activities; 2.0 have viewed a film and participated in a discussion about factors to be considered for job selection; 3.0 have priority-ranked eight aspects of work as identified by American workers at all occupational levels; 4.0 have received information regarding the remaining five sessions.

STAFF DEVELOPMENT

Date: April 17, 1974

Location: Yorba Junior High School

Time: 7:30 to 9:15 a.m.

Program: Tom Schrodi, Don Isbell
Career Education Project
Orange/Santa Ana Unified School Districts
Phone: 997-6111

Principal: Edmund Herman
AP: Gerald Uffelman

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. Sexism II. Film, "Is A Career In Management For You?" III. Discussion	By the close of the session, you will: 1.0 have received information regarding sex discrimination in hiring; 2.0 have viewed a film and participated in post-film discussions; 3.0 have received information regarding the remaining four seminars.

AGENDA

Teachers' Meeting

Date: April 17, 1974

Time: 3:15 to 3:45 p.m.

Location: Fremont Elementary
Santa Ana

Principal: Tom Lagano

Subject: Career Education and the Elementary Student
Program: Don Isbell, Career Education Project
Orange/Santa Ana Unified School Districts
997-6111

ACTIVITIES	EXPECTED OUTCOMES
What is career education, and why the need in elementary school? Career activities: how can they be implemented into the curriculum? Career education curriculum units. "101 Career Activities."	By the close of this session you will: 1.0 have a better understanding of the need for career education in the elementary school; 2.0 have received information on implementation of career education activities; 3.0 have received the opportunity to write curriculum units and will understand the reasons for testing these units.

G-5

Definition of Career Education:

Career education is . . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

- Dr. Kenneth B. Hoyt, In Career Education: What It Is and How to Do

STAFF DEVELOPMENT

Date: April 24, 1974

Time: 7:30 to 9:15 a.m.

Program: Tom Schrodi & Don Isbell
Career Education Project
Orange/Santa Ana Unified School Districts
997-6111

Location: Yorba Junior High School
Principal: Edmund Herman
AP Gerald Uffelman

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. Film, "Is a Career in Management for You?" II. Career Exploration: Rice Center II. Discussion	By the close of the session, you will: 1.0 have viewed a film and participated in post-film discussion; 2.0 researched at least one career in the Rice Center from a provided list and gathered pertinent information regarding that career; 3.0 have participated in group discussion about the career information you found.

STAFF DEVELOPMENT

Date: May 1, 1974

Time: 7:30 to 9:15 a.m.

Program: Tom Schrodi & Don Isbell
Career Education Project
Orange/Santa Ana Unified School Districts
997-6111

Location: Yorba Junior High School
Principal: Edmund Herman
AP Gerald Uffelman

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. Career Education in the Classroom II. "Effective Communication" III. Film, "Is a Career in the Service Industries for You?"	By the close of the session you will: 1.0 have completed and developed career activities to be utilized by you in your classroom instruction; 2.0 have participated in a workshop activity designed to enhance clear and concise communication; 3.0 have viewed a film and participated in a discussion of service occupations.

STAFF DEVELOPMENT

Date: May 8, 1974

Time: 7:30 - 9:15 am

Program: Tom Schrodi & Don Isbell
Career Education Project
Orange/Santa Ana Unified School District
Phone 997-6111

Location: Yorba Junior High School
Principal: Edmund Herman
AP Gerald Uffelman

ACTIVITIES	EXPECTED OUTCOMES (OBJECTIVES)
I. The utilization of the counselor in career education II. Film: "Is a Career in the Service Industries for You?" III. Discussion	By the end of the session you will: 1.0 have received instruction on how to best utilize the counselor inside and outside the classroom for career education; 2.0 have viewed a film about service occupations and participated in group discussion regarding the same.

CAREER EDUCATION INSERVICE

Date: June 5, 1974
Time: 1:00 - 3:00 p.m.

Counselors: James Holdridge
Elisa Guajardo

Program: Tom Schrodi & Don Isbell
Career Education Project
Orange/Santa Ana Unified
School Districts
Phone 997-6111

Location: Santiago Junior High School
Principal: John Ikerd
AP: Armando Ruiz

ACTIVITIES		EXPECTED OUTCOMES
1:00 - 1:10	I. Introduction - Jim Holdridge What is Career Education? - Tom Schrodi History of the Orange County Consortium - Don Isbell	By the end of the session, the participants will: 1.0 understand the term "career education" as well as the history of the Orange County Consortium, Career Education Model K-14;
1:10 - 1:50	II. Values & Career Education - Don Isbell "Sinbad & Anabelle"	2.0 have participated in a value clarification simulated activity and its relationship to career education;
1:50 - 2:00	III. Break - Coffee & Punch	3.0 have participated in an activity game which stresses effective communication skills as they relate to career education;
2:00 - 2:30	IV. "Effective Communication in Career Education" - Tom Schrodi	4.0 design a career education activity for utilization in their own classrooms;
2:30 - 2:55	V. "A Career Education Activity for Your Classroom" - Tom Schrodi "101 Career Activities" - Don Isbell "Career Word Puzzles" - Tom Schrodi	5.0 have received various career education materials which can be utilized by any teacher at the junior high level;
2:55 - 3:00	VI. Evaluation	6.0 have completed and submitted evaluation forms for this inservice session.

Even though a student may appear to you to be a possible failure, you may not realize the eventual potential that this individual may possess.

CCROP INSERVICE

Session I: "Values & Goal Setting"

Date: April 27, 1974
Time: 9:00 to 12:00 noon
Location: CCROP Office

Superintendent: Dr. Ed Roberts
Instructor: Tom Schrodi
Assistant Instructor: Don Isbell

ACTIVITIES	EXPECTED OUTCOMES
9:00 - 9:10 Introduction and Course Overview 9:10 - 9:25 Enrollment Procedures and Future Dates 9:25 - 10:10 "Sinbad and Annabelle" 10:10 - 10:20 Coffee Break 10:20 - 11:05 "Values" 11:05 - 11:50 Exercise on Goals vs. Non-goals 11:50 - 12:00 Completion of Evaluation Forms	By the end of the inservice session, the participants will have: 1.1 participated in two simulated activities, requiring personal value judgments; 1.2 had the opportunity through discussion to distinguish that each individual has a different value system; 1.3 received instruction on the relationship between values and goalsetting in instructional programs; 1.4 completed an exercise on distinguising goal and non-goal statemenst; 1.5 received information on class enrollment and future meeting dates as well as have completed the two evaluative instruments.

CCROP INSERVICE

Session II: "Writing Performance Objectives"

Date: May 4, 1974
Time: 8:30 to 12:30
Location: CCROP Office

Superintendent: Dr. Edward Roberts
Instructor: Tom Schrodl
Assistant Instructor: Don Isbell

ACTIVITIES		EXPECTED OUTCOMES
8:30 - 8:35	Introduction	By the end of the session, the participants will have:
8:35 - 9:30	"Effective Communication"	1.0 participated in a simulated activity requiring effective communication skills;
9:30 - 10:20	Story: "Fable of Animal School" Filmstrip: "Performance Objectives" Discussion: Component Parts of a Performance Objective - handout	2.0 viewed a filmstrip on "Performance Objectives" and read a story on individualizing school curriculum;
10:20 - 10:30	Coffee Break	3.0 received a series of information handouts and exercise activities related to performance objectives;
10:30 - 12:20	Exercise I: Component Parts of a Performance Objective Exercise II: Missing Components Exercise III: Building a Performance Objective Exercise IV: Domains of the Performance Objective	4.0 received individualized aid and assistance in each exercise task;
12:20 - 12:30	Completion of Evaluation Forms	5.0 completed and submitted the evaluation forms for this inservice session.

CCROP INSERVICE

Session III: Learning Activities and Assessment

Date: May 11, 1974
Time: 8:30 to 12:30
Location: CCROP Office

Superintendent: Dr. Edward R. Roberts
Instructor: Tom Schrodi
Assistant: Don Isbell

ACTIVITIES		EXPECTED OUTCOMES (OBJECTIVES)
8:30 - 8:50	Exercise IV: Domains of the Performance Objective	By the end of the session, the participants will have:
8:50 - 10:30	Filmstrip: Assessment Information Sheets & Discussion: Test Item Construction Filmstrip: Learning Activities Exercise & Discussion: Learning Strategies	1.0 viewed two filmstrips on assessment techniques and learning activities which may be utilized in their instructional programs; 2.0 received a series of information handouts and exercises on assessment items and learning activities; 3.0 participated in a simulated activity requiring an individualized instructional program to be developed based upon a close assessment of known facts; 4.0 received individualized aid and assistance in each exercise task; 5.0 completed and submitted the evaluation forms for this inservice session.
10:30 - 10:40	Coffee Break	
10:40 - 12:20	Will E. Flop & Hope High School	
12:20 - 12:30	Completion of Evaluation Forms	

CCROP INSERVICE

Session IV: Learning Activities & Program Planning

Date: May 18, 1974
Time: 8:30 to 12:30
Location: CCROP Office

Superintendent: Dr. Edward Roberts
Instructor: Tom Schrodi
Assistant Instructor: Don Isbell

ACTIVITIES		EXPECTED OUTCOMES
8:30 - 9:30	Film "World of Work"	By the end of the session, the participants will have:
9:00 - 10:30	1) Filmstrip: Learning Activities 2) Exercise & Discussion: Learning Strategies 3) Sexism in the Classroom	1.0 viewed a film on the various occupations available in our society; 2.0 viewed a filmstrip on learning activity techniques which may be utilized in instructional programs;
10:30 - 10:40	Coffee Break	3.0 received and completed a series of exercises on learning activities and program planning;
10:40 - 12:20	1) Program Planning 2) Exercise: Planning Your Program 3) How to Improve Ancillary Services for the ROP 4) "Who is Dissatisfied?" 5) Film: "Is a Career in the Service Industries for You?"	4.0 received individualized aid and assistance in each exercise task; 5.0 participated in discussions of how to improve the ancillary services for the ROP and completed a national survey of job attitudes; 6.0 completed and submitted the evaluation forms for this inservice session.

APPENDIX H

.P.A.M.E.S.

PROJECT ACTIVITY MANAGEMENT
AND EVALUATION SYSTEM

FOR

1974-75

CAREER EDUCATION PROJECT, K-14
ORANGE COUNTY CONSORTIUM

RANCHO SANTIAGO COMMUNITY COLLEGE
ORANGE UNIFIED SCHOOL DISTRICT
SANTA ANA UNIFIED SCHOOL DISTRICT

CAREER EDUCATION MODEL
ORANGE COUNTY CONSORTIUM

1.0 Overview of the Project

1.1 General Description of the Project: (First year)

The Orange County Consortium is an action-based Career Education Model funded under Part D, Public Law 90576. It consists of the Orange and Santa Ana Unified School Districts and the Rancho-Santiago Community College District.

In the period of three years, for which the project has been funded, it is anticipated that the project will develop software that can be replicated for use in most school districts throughout the United States. This software will consist of curriculum units and materials which will be designed to insure articulation of the Career Education concepts, vertically, K through 14, and horizontally through each grade and subject area. At the completion of the project a sprial curriculum will reflect specific Career Education concepts and relationship to the fifteen career clusters. Multi-media materials will be reserarched and developed to aid and assist the classroom teacher in the presentation of curriculum. In addition to this effort, the project will develop additional types of activities such as gaming simulation, better use of enrichment programs within the secondary schools and the community college.

In addition to a Needs Assessment, first year activities included three main efforts. Curriculum units based on Career Education concepts were developed to be infused with subject matter in the various disciplines. Over 80 units invovling five of the fifteen clusters will be pilot and field tested during summer of 1973 and fall of the 1973-74 school year. Clusters which have been developed during the first year include Health, Fine Arts and Humanities, Communication and Media, Consumer and Homemaking, and Business Office Occupations. After our implementation workshop during the summer of 1973, for teachers in target schools, these units were used with the existing curriculum, K-14. The remaining clusters were to be developed during the next two years utilizing a plan of individual contracting with teachers for writing additional units.

Units are structured around Career Education goal statements at all grade levels. This goal matrix identifies specific goals to be accomplished by Career Education. These goal statements have been synthesized by curriculum team members and are an integral part of each unit.

A second major thrust of the project utilized tri-district counselors in developing and modifying guidance curriculum to conform to Career Education concepts. Individual counselors worked with curriculum development cluster teams to insure that all secondary learning units reflected a guidance point of view and contained distinct guidance activities for classroom teachers.

A third focus of the project involved media production to be used with the Career Education curriculum units and guidance activities. Thirty slide-tape packages were developed initially. Other types of media will be developed in later phases of the project in order to insure that there will be a variety of resources.

All preceding activities will be continued during the three years of the project in order to implement the fifteen clusters and Career Education concepts into the Orange County Consortium.

1.2 General Description of the Project (second year)

During the project's second year several thrusts were apparent, such as:

(1) Curriculum development K-14 in Manufacturing, Marketing and Distributing, Transportation, Public Service, Marine Science clusters.

(2) Field testing of curriculum, guidance, and media materials developed the 1st year.

(3) Development of the Guidance Component K-6

(4) Career Education through Creative Puppetry materials

(5) Utilization of target school facilitators

(6) Extensive inservice sessions with facilitators, administrators, counselors, teachers, community groups, parents, and on-site visitors.

(7) Co-ordination and infusion of Career Education with district, county and state curriculum guides.

(8) Expansion efforts to non-target schools.

Curriculum development continued during the second year of the project to encompass the five new clusters previously mentioned. Approximately fifty-five teachers were involved in developing over sixty units in these clusters for grade levels K-14. A new approach to curriculum development was instituted this year which employed an RFP and a prospectus designed to serve as a guide or model for developers. (Request for proposal)

Another activity engaged in this year was the development of an elementary (K-6) guidance component. A group of ten teachers and elementary counselors designed goals, objectives and activities for use by elementary teachers as well as counselors with elementary students.

Career areas at the elementary level were established in each target school, and junior high career centers have been utilized to provide career guidance information for their students.

At the high school and community college levels, funds were also provided by the project to improve and expand existing materials and equipment.

In the area of Creative Puppetry, over 40 teachers participated in the development of puppets and scripts that were used to convey Career Education concepts to junior high and elementary students. Cross-age activities were also reflected as junior high students provided Career Education puppet shows for elementary students.

Pilot and field testing of Career Education curriculum, media and guiance materials developed during the first and second year of the project was conducted in both target and non-target schools. This effort was coordinated by the target school facilitators who collected data from counselors, teachers and students.

Units were developed on an individualized basis, where teachers could participate at various times throughout the school year.

Coordination activities with local, state and national levels were very evident during the second year of the Consortium. On a state level one example is reflected by the field testing of materials from the Public Service under the leadership of Dr. Patrick Weagraff.

At the district level, the Language Arts, Math and English curriculum have been infused with Career Education concepts.

On the national level, in conjunction with UCLA and the USOE, the Consortium evaluated and tested 16 Career Education films entitled "The Kingdom of Could be You". Over 557 individual children were interviewed to validate the effectivness of these films.

Dissemination of project information has been accomplished through the following means:

(1) A newsletter describing project activities

(2) On-site visits from other school districts including representatives from Helena, Montana; Casper, Wyoming; Portland, Oregon, as well as on numerous sites in California. The project has provided these visitors with materials and methods for implementing career education in their respective districts or enlarging existing career education components.

(3) Materials have been mailed to over 100 districts and individuals who have requested assistance from, or information about the Orange County Consortium.

Over 150 man-hours have been devoted to conducting on-site visits.

(4) Project activities have been highlighted at national, state, and local conferences. Among these have been the California Industrial Education Association, PTA groups, Kiwanis, and Rotary, Migrant Education Conference, Association of California School Administrators, California Work Experience Education Association, Orange County Pupil Personnel and Guidance Association, various graduates and undergraduates level education courses in local and state colleges and universities. Thousands of people have been acquainted with the concept of Career Education through these group presentations.

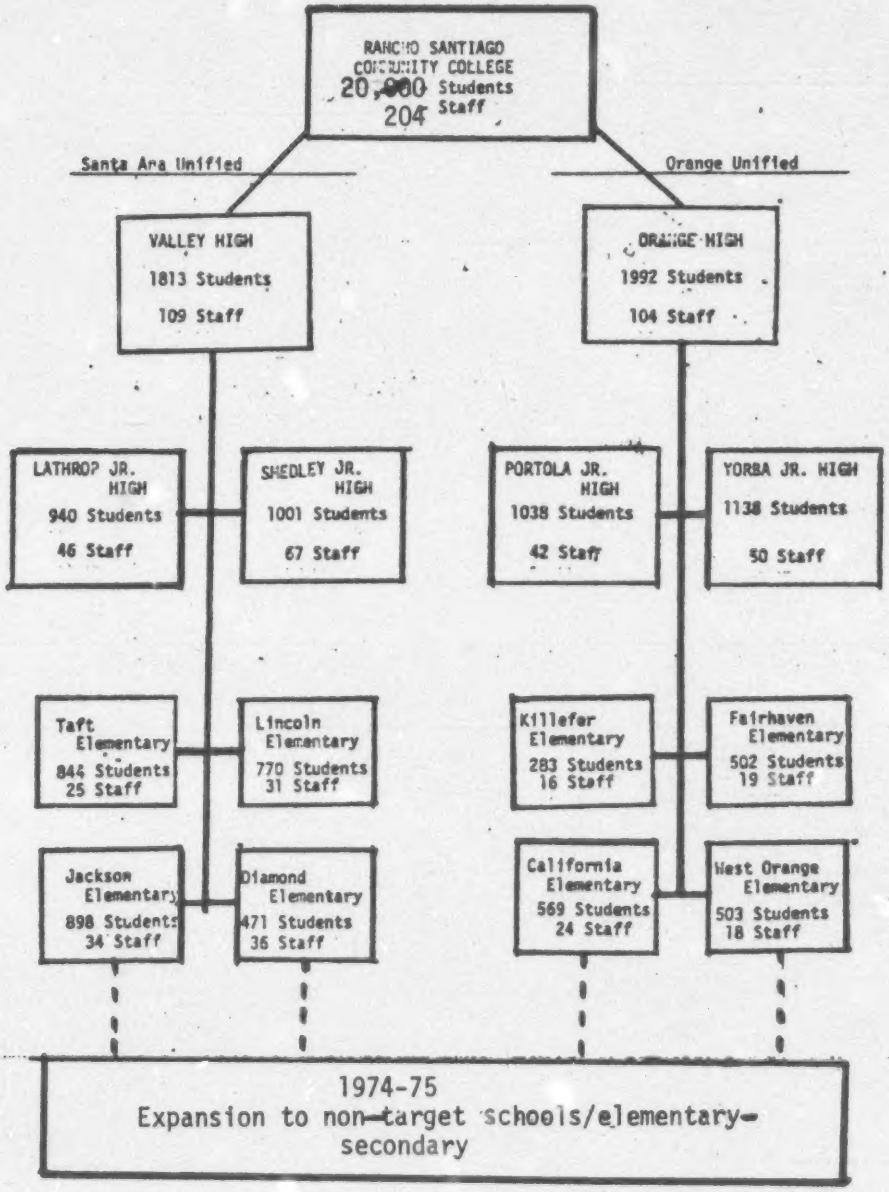
The project will also extend and expand the activities in which the Unified School Districts are involved at this time, in respect to our Community Classroom and Work Experience Programs. The Work Experience Program will be expanded to include exploratory and orientation activities for more students at a lower grade level. Included in the Work Experience Program will be a management system for the control of the work experience students. The project will also tie into other exisitng or planned programs such as: Title I, consumer homemaking education, Early Childhood Education; campus children's center program; and senior teacher curriculum projects, (Orange Unified). Career Planning Centers at SACC and the Chestnut Facility; staff development Career Education classes and Guidance #110 and #120 at the SACC; Mentally Gifted Minor Program.

SCOPE OF THE PROJECT

1) It will involve 580 teachers, 23,000 students;

2) It will include, in the target schools, one community college, two high schools, four junior high schools and eight elementary.

3) It will include in the third year expansion to non- target schools within the Consortium.



1. PROJECT ACTIVITY - Project Administration and Support Services

A. RATIONALE - In order for the Orange County Consortium to meet the stated goals and objectives of the Career Education Project, it will be necessary for the Consortium Management Team to develop a management documentation which will delineate the functions of:

1. Recruitment and hiring of personnel
2. Budget
3. Curriculum development
4. Requests for additional funds
5. Information and dissemination
6. Testing and evaluation

In addition to this effort, a budget allocation for each function must be established through this document.

B. SUMMARY DESCRIPTION - The administrative staff for Career Education must be selected and their duties defined. That staff must then develop a program and provide leadership to implement Career Education as the district curriculum, K-12, articulated with the Community College. This staff must determine priorities of the program, develop timelines for implementation, orient and train teachers, involve the community, develop budget both as to categorical amounts and procedures, and develop method and instrument of evaluation.

C. GOALS - The project director will provide adequate administration and supportive services as well as assume that overall responsibility of the Orange County Consortium in order to ensure the accomplishment of the major administrative tasks of the project.

1.0 OBJECTIVES

1.1 The Project Director will recruit and hire new project supportive staff by September 1974; Documentation of this will include:

1.1.1 Board resolutions of the retaining of one part-time career facilitator in each of the fourteen target schools.

1.2 The Assistant Project Director will review and up date job descriptions and conduct evaluations of all project staff members.

1.2.1 Job description and semi-annual evaluation of each project staff member will be on file in Career Education office.

1.3 The Assistant Project Director will develop strategies for creation, review, revision and implementation of curriculum, multi-media, and guidance activities by September, 1974.

1.3.1 A written plan for the development of strategies for creation, review, revision and implementation of curriculum, multi-media, will be submitted to the Project Director.

1.4 The Assistant Project Director, the Secondary Coordinator, and the Community College Coordinator will maintain ongoing staff and supportive personnel pay records.

1.4.1 Documentation will include copies of pay records within the three respective districts.

1.5 The Assistant Project Director will implement the budget control design and will provide a quarterly report in September, December, March and June, 1974-75.

1.5.1 Submission of quarterly budget reports will be made available to the Project Director.

1.6 The Assistant Project Director will compile quarterly reports for the United States Office of Education in June, September, December and March, 1974-75.

1.6.1 Quarterly reports will be submitted to the United States Office of Education at the designated intervals.

1.7 The Project Director will develop and submit applications and
1.8 proposals for additional funding as necessary throughout the year.

1.7.1 A record of proposed project abstracts and submission

1.8.1 Dates will be on file in the Project Director's office.

1.9 The Assistant Project Director will coordinate and schedule 1974-75 Advisory Committee meetings in the Fall and Spring.

1.9.1 Documentation will be evidenced by advisory minutes submitted to the Project Director.

1.10 The Project Director will serve as a liaison with the LEA District Boards of Education as deemed necessary.

1.10.1 Documentation will be by anecodtal calendar records.

1.11 The Assistant Project Director will serve as a liaison with the LEA
1.12 District Administration offices, pilot school administration, pilot
1.13 school teachers, counselors, and others as deemed necessary by project needs.

1.14 The Assistant Project Director will coordinate all printing and publications for the Orange County Consortium.

1.14.1 Documentation will be evidenced by copies of all printed materials on file in the Project Director's office.

1.15 The Assistant Project Director will continue to implement a management information system during the project year 1974-75.

1.15.1 Documentation will be evidenced by the utilization of the system and evaluated by staff members.

1.16 The Project Director will directly supervise support staff as deemed necessary.

1.16.1 Documentation of the evidence by anecodtal records on file with the Project Director.

1.17 The evaluation staff member will design, by September 1974, an overall evaluation system and will make quarterly reports on the implementation in October, December, April and July 1974-75.

1.17.1 Documentation by submission of quarterly reports.

Major Function: 1.0

Project administration & support services

Tasks--Activities	Staff Assignments: J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			Time Line 1 of 3: June July August September	October November December	January February March	April May June	July August
1.1 Recruit & hire new project support staff	X									●				
1.2 Review & update job descriptions for all project staff		X								●				
1.2.1 Evaluation of Project staff		X										●		
1.3 Development of strategies for staff training related to:		X								●				
1.3.1 New curriculum unit development (1974-75)				X		X					ONGOING			
1.3.2 New multi-media development			X			X					ONGOING			
1.3.3. Review & revision of existing curriculum unit (1972-75)				X										
1.3.4 Implementation of curriculum & multi-media units-pilot schools		X	X	X		X				●				
1.4 Maintenance of staff and supportive personnel pay records.		X		X		X					ONGOING			

X = Primary responsibility

Major Function: 1.0

Project administration & support services

Tasks--Activities	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			Time Line 2 of 3
	Staff Assignments									June July August September / October November December / January February March / April May June / July August
1.5 Implementation of budget control system		X								● ● ● ●
1.6 Compilation of quarterly reports for USOE		X								● ● ● ● ●
1.7 Development of applications & proposals for additional funding	X									as necessary
1.8 Submission of funding proposals	X									as necessary
1.9 Coordination & scheduling of advisory comm. meetings		X								ongoing
1.10 Liaison with LEA district school boards	X	X				X				ongoing
1.11 Liaison with LEA district administrative offices		X	X	X		X				ongoing
1.12 Liaison with pilot school administration		X	X	X		X				ongoing
1.13 Liaison with pilot school & facilitator, teacher/counsel. & others		X	X	X		X				ongoing

X = Primary responsibility

Major Function: 1.0

Project administration & support services

Tasks--Activities	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			Time Line 3 of 3
										June July August September / October November December / January February March / April May June / July August
1.14 Coordination of printing & publications		X								as necessary
1.15 Implementation of management information system		X								ongoing
1.16 Supervision of support staff	X									ongoing
1.17 Evaluation system					X					• • • • •

X = Primary responsibility

2.0 PROJECT ACTIVITY - Public Relations & Publications

A. RATIONALE - In order to most effectively infuse the concepts of Career Education throughout the Orange County, it is necessary to develop and implement an on-going program of public relations.

B. SUMMARY DESCRIPTION - Through a planned effort of the Career Education concepts will be introduced, examined and explained, soliciting community support and involvement. To develop an on-going program that will promote community awareness and a positive attitude toward Career Education. To solicit the help and participation of various segments of the community for the implementation of Career Education throughout the communities.

C. GOAL - To develop an on-going program that will promote community awareness and a positive attitude toward Career Education.

To solicit the help and participation of various segments of the community for the implementation of Career Education throughout the communities.

2.0 OBJECTIVES

2.1 The Assistant Project Director, and staff will maintain on-going liaison with parents, community, P.T.A. and advisory groups in order to inform and coordinate (community) activities related to Career Education.

2.1.1 Reports and minutes will be on file in Project Director's office.

2.2 Project Staff will maintain on-going liaison with city government in order to inform and coordinate related Career Education activities.

2.2.1 Reports and minutes will be on file in Project Director's office.

2.3 Project staff will maintain on-going with labor organizations in order to inform and coordinate related Career Education activities.

2.4 Project staff will maintain on-going liaison with Chambers of Commerce in order to inform and coordinate related Career Education activities.

2.5 Project Staff will maintain on-going liaison with HRD in order to inform and coordinate related Career Education activities.

2.6 The Elementary Project Coordinator will develop a Career Education Project News Bulletin to be prepared each semester.

2.6.1 Documentation of the Activity will be the completed News Bulletin copies of which will be kept on file in Project Director's office.

2.7 The Assistant Project Director will distribute the semester Project News Bulletin to appropriate publics.

2.7.1 Copies of News Bulletin and mailing list will be on file in Project Director's office.

2.8 The facilitators will collect approximately news worthy items to utilize by the project staff.

2.8.1 Submission in monthly reports.

Major Function: 2.0

Public Relations & Publications

Tasks--Activities	Staff Assignments									Time Line				
	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			June July August September	October November December	January February March	April May June	July August
2.1 Maintain liaison with parent & PTA & comm. adv. groups		X					X				on going			
2.2.1 Elementary level			X								ongoing			
2.2.2 Secondary level				X										
2.2.3 Community College						X								
2.2 Maintain liaison with city governments					X						ongoing			
2.3 Maintain liaison with labor organizations	X										ongoing			
2.4 Maintain liaison with local Chamber of Commerce	X										ongoing			
2.5 Maintain liaison with HRD		X									ongoing			
2.6 Develop Project News bulletin each semester			X							•	•	•		
2.7 Distribute Project News bulletin (quarterly)		X								•	•	•		
2.8 Collection of News							X				ongoing			

X = Primary responsibility

3.0 PROJECT ACTIVITY - Liaison & Coordination With Other Major Projects

A. RATIONALE - Presently, a variety of major projects are on-going within the three districts. These projects lend themselves to the overall Career Education effort; therefore, coordination and liaison with these projects will strengthen and enhance the total Career Education Project within the Consortium.

B. SUMMARY DESCRIPTION - Major projects in existence in the three districts that can be related to Career Education include: work experience; work study, (Community College); Community Classrooms; ROP; Title I, (Elementary Compensatory Education); adult consumer homemaking; bilingual education; Early Childhood Education; Campus Children's Center; various senior teacher projects, (Orange); Computerized Management System; automated related instruction; Bilingual-Bicultural Project, K-1 and 7-12; CHARM Project, Grades 8, 10-12; Career Planning Centers at the College and Handicapped Center; the coordination with all curriculum areas K-14, the coordination with these programs will broaden the base and enhance the Career Education Model.

C. GOAL - To provide assistance and coordination with other major projects in existence throughout the three districts in the Orange County Consortium in order to enhance and broaden the base of Career Education.

3.0 OBJECTIVES

3.1 The Assistant Project Director will act as liaison between Work Experience programs and the Career Education Model in all three districts as deemed necessary throughout the project year, 1974-75.

3.1.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.2 The Community College Coordinator will serve as liaison between the Work Study and Work Experience Program and the Career Education Model at Rancho Santiago Community College as deemed necessary.

3.2.1 Documentation will be provided through anecdotal records on file with the Project Director or CC offices.

3.3 The Assistant Project Director will serve as liaison between Community Classrooms in the Orange and Santa Ana Unified Districts and the Career Education Model as deemed necessary.

3.3.1 Documentation will be provided through anecdotal records on file with file with the Project Director.

3.4 The Project Director will serve as liaison and coordinate activities between the Orange County Regional Occupational Program and the Career Education Model as deemed necessary throughout the project year 1974-75.

3.4.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.5 The Elementary Coordinator for Career Education will serve as liaison and coordinate activities between Title I and the Career Education Model as deemed necessary throughout the project year 1974-75.

3.5.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.6 The Coordinator for Federal Projects; (Orange) will serve as liaison and coordinate activities between the consumer home-making program and the career Education Model as deemed necessary throughout the project year 1974-75.

3.6.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.7 The Elementary Coordinator for Career Education will serve as liasion and coordinate activities between the Early Childhood Education Program and the Career Education Model as deemed necessary through the project year 1974-75.

3.7.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.8 The Assistant Project Director will serve as liaison and coordinate the activities between the Campus Childrens Center and the Career Education Model as deemed necessary during the project year 1974-75.

3.8.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.9 The Secondary Career Education Coordinator will serve as liaison and coordinate activities between Senior Teacher Projects (Orange) and the Career Education Model as deemed necessary throughout the project year 1974-75.

3.9.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.10 The Assistant Project Director will serve as liaison and coordinate the activities between the Computerized Student Placement System and the Career Education Model, as deemed necessary throughout the project year 1974-75.

3.10.1 Documentation will be provided through anecodtal records on file with the Project Director.

3.11 The Assistant Project Director will serve as liaison and coordinate tne activities between the Automated Related Instruction Program and the Career Education Model as deemed necessary throughout the project year 1974-75.

3.11.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.12 The Federal Project Coordinator (Orange) will serve as liaison and coordinate the activities between the Bilingual - Bicultural Project and the Career Education Model as deemed necessary throughout the project year 1974-75.

3.12.1 Documentation will be provided through anecodtal records *on file with the Project Director.*

3.13 The Federal Project Coordinator will serve as liaison and coordinate the activities between the CHARM Project and the Career Education Model as deemed necessary throughout the project year 1974-75.

3.13.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.14 The Coordinators for Career Education at the Elementary, Junior High, Secondary and Community College levels will serve as liaison and coordinate activities in all respective curriculum areas for the Career Education Model ad deemed necessary throughout the project year 1974-75.

3.14.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.15 The facilitators will act as resource personnel and maintain liaison with department chairman, counselors, teachers, and administrative staff within their school.

Major Function: 3.0

Liaison & coordination with other major projects

Tasks--Activities	Staff Assignments									Time Line 1 of 2					
	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			June July August September	October November December	January February March	April May June	July August
3.1 Work experience (all districts)		X									ongoing			
3.2 Work study & Work Experience at SACC						X						"		
3.3 Community classroom project		X										"		
3.4 Orange County ROP	X											"		
3.5 Title I, Elementary level compensatory education			X									"		
3.6 Consumer-homemaking education					X							"		
3.7 Early Childhood Education (K-3)			X									"		
3.8 Campus Children's Center program		X										"		
3.9 Senior teacher curriculum project OUSD				X								"		
3.10 Computerized Management System (placement-student)		X										"		

X = Primary responsibility

Major Function: 3.0

Liaison & coordination with other major projects

Tasks--Activities	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			Staff Assignments	Time Line 2 of 2
3.11 Automated Related Instruct. Project (7-12)		X									ongoing
3.12 Bilingual, Bicultural project (K-14)					X						=
3.13 CHARM project (Secondary)					X						=
3.14 Coordination with all curriculum areas		X									=
3.14.1 Elementary/Intermediate			X								=
3.14.2 Junior High/Intermediate			X	X							=
3.14.3 Secondary				X							=
3.14.4 Community College						X					=
3.15 Resource & liaison within target schools							X				

X = Primary responsibility

4.0 PROJECT ACTIVITY - Curriculum, Guidance & Multi-Media Development

A. RATIONALE - Development of an exemplary Career Education Model K-14 necessitates revision and creation of curriculum guidance and media materials that reflect the basic concepts of Career Education.

B. SUMMARY DESCRIPTION - Career Education goals and objectives will be incorporated into the existing curriculum. Guidance and media project team members will work to develop new materials, revise existing materials providing horizontal and vertical articulation throughout the instructional offering.

C. GOAL - To select and train personnel to revise and develop curriculum, and multi-media materials. To evaluate (field test) all revised and newly created Career Education curriculum and multimedia materials.

4.0 OBJECTIVES

4.1 At least three times during 1974-75 all new curriculum team members will be identified by the Secondary Coordinator and Community College Coordinator.

4.1.1 List of participants will be available in the office of the Secondary Career Education Coordinator.

4.2 By August, 1974 the Secondary Coordinator and Community College Coordinator strategies for curriculum development.

4.2.1 Copies of the plan will be on file in the Project Director's office.

4.3 By October, 1974, Secondary Career Education Coordinator will have identified the Resource Panel for 1974-75 curriculum teams.

4.3.1 List of Panel members will be on file in the Project Director's office.

4.4 The Secondary Career Education Coordinator, and Community College Coordinator will provide a plan for technical assistance to curriculum teams.

4.4.1 The plan for technical assistance will be on file Career Education summary report.

4.5 By August, 1974, Secondary Career Education Coordinator and Community College Coordinator will have completed final screening of 1973-74 curriculum units.

4.5.1 List of completed and acceptable 1973-74 curriculum units will be on file in the Project Director's office.

4.6 The Secondary Career Education Coordinator and Community College Coordinator will evaluate and select Career Education curriculum units to be field tested in September, 1974.

4.6.1 A list of selected curriculum units will be kept on file in the Project Director's Office.

4.7 The Secondary Career Education Coordinator will supervise the editing and revision of curriculum.

4.7.1 The identified curriculum will be kept on file in Career Education Project Director's Office.

4.8 The Secondary Career Education Coordinator and Community College Coordinator will supervise the technical editing of Career Education materials for implementation in September, 1974.

4.8.1 A List of curriculum units that have been edited will be on file in the office of the Director of Career Education.

4.9 The Elementary Coordinator of Career Education and Community College Coordinator will have completed the editing and revision of multi-media units by January, 1975.

4.9.1 A list of revised and edited materials will be on file in the office of the Director of Career Education.

4.10 The Elementary Coordinator of Career Education and the Community College Coordinator will design a plan for continued development of Career Education media by September, 1974.

4.11 The Elementary Coordinator of Career Education and Community College Coordinator will have completed additional media that will enrich Career Education curriculum.

4.11.1 A list of multi-media development for 1974-75 Career Education curriculum will be kept on file in Career Education Project Director's office by May, 1975.

4.12 The Facilitator at the Community College level will facilitate the development of curriculum and media materials.

4.12.1 Documentation of these efforts will be kept on file in the Community College Coordinator office.

4.13 All facilitators will submit a monthly report on target school activities.

4.13.1 Documentation of monthly reports will be submitted and to be on file in the project directors office.

4.14 The Assistant Project Director and Elementary Coordinator will plan and coordinate a series of workshops and inservice meetings in games or simulation centered around education concepts.

4.14.1 Materials developed will be available for examination through project directors office.

4.15 The Elementary Coordinator will plan and develop a series of Career Education and Creative Puppetry workshops developed for teachers (K-12) in Orange Unified School District and Santa Ana Unified School District.

4.15.1 Materials developed at workshops and by participants will be available for examination by contacting Career Education Project Director's office.

4.16 The Assistant Project Director will utilize the ITV system for the purpose of disseminating Career Education programs designed for students in target and expansion schools during the 1974-75 school year.

4.16.1 A record of program broadcasts will be kept on file in Project Director's office.

Major Function: 4.0

Curriculum, Guidance & Multi-media Development

Tasks--Activities	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			Time Line 1 of 2
										June July August September / October November December / January February March / April May June / July August
4.1 Selection of curriculum development of team members for 74-75				X		X				● ● ●
4.2 Planning of strategies for curriculum development in 74-75				X		X				●
4.3 Selection of Resource Panel for curriculum teams in 74-75				X						●
4.4 Coordination of technical assistance for curriculum teams				X		X				ongoing
4.5 Screening of curriculum units produced in 74-75				X						● ongoing
4.6 Selection of curriculum units to be field tested in fall 74-75				X						●
4.7 Review of curriculum to be revised from 73-74				X						ongoing
4.8 Technical editing of 73-74 units for implementation in September (1975)						X				
				X						ongoing

X = Primary responsibility

Major Function: 4.0

Curriculum & Multi-media Development

Tasks--Activities	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators		
4.9 Review and editing of Multi-media units from 73-74			X			X			
4.10 Development of new Multi-media units for 74-75			X			X			
4.11 Production of Multi-media units 74-75			X			X			
4.12 Community College Development of curriculum & Media material			X				X		
4.13 Monthly activities report							X		
4.14 Gaming & simulation workshop		X	X						
4.15 Phase II - "Career Education through Creative Puppetry" workshops			X						
4.16 Utilization of ITV system for in-service		X							

X = Primary responsibility

Staff Assignments

Time Line 2 of 2

June July August September	October November December	January February March	April May June	July August
		●		
●	ongoing			
		"	●	
		"		
		● ● ●		
	● ● ●			
		"		

5.0 PROJECT ACTIVITY - Inservice Training for Teachers & Other Project Participant Staff Members

A. RATIONALE - In order to facilitate the implementation of career education curriculum and multi-media materials inservice training for teachers and other project staff participants will be provided.

B. SUMMARY DESCRIPTION - In the fall of 1974, orientation at all 15 sites in the Orange County Consortium will take place. Workshops for curriculum and media development will take place throughout the school year 1974-75.

C. GOAL - To provide inservice training for teachers and other participating staff members in order to insure implementation of curriculum, multi-media and guidance materials.

5.0 OBJECTIVES

5.1 The Assistant Project Director will plan the Fall orientation of all pilot school personnel by August 31, 1974.

5.1.1 Documentation by submission of plan to Project Director.

5.2 The Assistant Project Director and staff will conduct Fall orientation sessions for pilot school personnel by September, 1974.

5.2.1 Documentation by records of orientation meetings prior to September, 1974.

5.3 The Assistant Project Director and staff will plan workshops for curriculum development, multi-media development, and guidance in-service by August, 1974.

5.3.1 Documentation will be by submission of plan to Project Director.

5.4 The Assistant Project Director and staff will coordinate project in-service workshops as deemed necessary throughout the project year 1974-75.

5.4.1 Documentation by anecdotal records in file in Career Education Project Director's office.

5.5 The Secondary Coordinator and Community College Coordinator will conduct orientation of curriculum developmental teams 1974-75.

5.5.1 Documentation of the orientation meetings.

5.6 The facilitator will conduct with their staff an orientation program by October 15.

5.6.1 Documentation of orientation November 1st monthly report will be reported in Project Director's office.

5.7 The Facilitator will provide inservice within their target schools as deemed necessary throughout the project year 1974-75.

5.7.1 Documentation will be kept on file in Project Director's office.

5.8 The Project staff will conduct inservice at expansion schools as needed.

5.8.1 Inservice record will be on file at Project Director's office.

Major Function: 5.0

Inservice Training for Teachers & Other Project Participant Staff Members

Tasks--Activities	Staff Assignments									Time Line
	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			June July August September / October November December / January February March / April May June / July August
5.1 Plan fall orientation of all pilot school personnel (15 sites)		X								●
5.2 Conduct Fall orientation session for pilot school personnel		X	X	X		X				● ●
5.3 Plan workshops for curr. develop. & Multi-media teams		X	X	X		X				ongoing
5.4 Coordinate project staff inservice workshops		X	X	X		X				ongoing
5.5 Conduct orientation of curriculum develop. teams 74-75				X		X				ongoing
5.6 Fall facilitators orientation program (target sch.)							X			●
5.7 Target school inservice throughout year							X			as needed
5.8 Expansion school inservice		X	X	X	X					as needed

X = Primary responsibility

6.0 PROJECT ACTIVITY - Project Evaluation (Internal)

A. RATIONALE - An integral part of any project is on-going evaluation of the various components of the project; therefore, evaluation by documentation is necessary to maintain target dates on all project activities.

B. SUMMARY DESCRIPTION - The project evaluation design will consist documentation of major project activities and application of appropriate assessment procedures. To employ evaluation design that will accurately monitor and evaluate the achievement of project objectives.

6.0 OBJECTIVES

6.1 The Assistant Project Director will maintain records of Advisory Committee meetings scheduled in September, January and March 1974-75.

6.1.1 Documentation of minutes will be on file in the Project Director's office.

6.2 The Assistant Project Director will maintain project cost records and report such findings in June, September, December and March 1974-75.

6.2.1 Documentation will be on file in the Project Director's office in quarterly budget reports.

6.3 The Evaluation Coordinator will design field testing of curriculum and guidance units by September 15 for fall school testing.

6.3.1 Documentation by submission of design to Project Director.

6.4 The facilitator and Evaluation Coordinator of Career Education will maintain field test records of curriculum units implemented during the school year 1974-75.

6.4.1 Submission of test records by April 1, 1975 will be on file in the Project Director's office.

6.5 The Secondary Facilitator will maintain records of student use of Career Information Centers during the school year 1974-75 as deemed necessary throughout the school year.

6.5.1 Documentation of Career Information Center records will be submitted to the Project Director.

6.6 The facilitator will maintain records of student field trips during the school year 1974-75 as deemed necessary.

6.6.1 Documentation by field trip records will be submitted to the Project Director.

6.7 The Evaluation Coordinator (Orange) will design an internal project evaluation system by September, 1974.

6.7.1 Submission of internal project design to project design to the Project Director.

6.8 The Elementary Coordinator of Career Education will design the field testing of multi-media materials by September, 1974.

6.8.1 Submission of design to Project Director.

6.9 The facilitator will maintain field test records for multi-media materials throughout the school year 1974-75.

6.9.1 Submission of records to the Project Director by April 1, 1975.

6.10 The Evaluation Coordinator will conduct the final evaluation of curriculum, multi-media and guidance materials by April, 1975.

6.10.1 An evaluation report will be submitted to the Project Director by April 1975.

6.11 The facilitator will submit evaluation data as needed.

6.11.1 A report will be submitted to Project Director.

6.12 A post-needs assessment will be conducted during Spring, 1975 in target schools, in the tri-districts.

6.12.1 The completed needs assessment will be on file in the Project Director's office.

Major Function: 6.0

Project Evaluation

(Internal)

Tasks--Activities	Staff Assignments									Time Line
	J. Sappington	L. Johnson	D. Isbell	T. Schrodi	J. Lamp	D. Farmer	Facilitators			June July August September / October November December / January February March / April May June / July August
6.1 Maintain records of Adv. Committee Meetings		X								ongoing
6.2 Maintain project cost records (74-75)		X								● ● ● ● ●
6.3 Design of field test of cur. & guidance units (field)					X					●
6.4 Maintain field test records for curriculum units							X			●
6.5 Maintain record of student use of CIC's (fall & spring)							X			ongoing
6.6 Maintain record of student field trips (Fall & Spring)							X			as necessary
6.7 Design of internal project evaluation system (74-75)					X					●
6.8 Design of field test of Multi-media units			X							●
6.9 Maintain field test records for Multi-media munits							X			●
6.10 Final evaluation of curriculum & guidance units 73-74					X					●
6.11 Provide evaluation data 6.12 Conduct post needs assessment		X		X		X	X			as necessary

X = Primary responsibility

APPENDIX I

SUMMARY OF THE REPORTS OF THE ORANGE COUNTY CAREER EDUCATION CONSORTIUM FACILITATORS

1973-74

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

I. Curriculum Development

Twenty-four units were developed of which sixteen were pilot tested. The results of the pilot tests are attached in Exhibit 1. The units which were developed are as follows:

- -Careers Available for Those with Knowledge of Foreign Language
- -Metric System Vocabulary & Decimal Point Manipulation
- -Instilling Personal Discipline
- -Manners in Business
- -Career Planning for Women
- -The Multimeter
- -It's Your Environment--Make it Your Career
- -Medical Terminology
- -Insurance Careers
- -How to be Successful in an Employment Interview
- -Positive Crankcase Ventilation
- -The Development of an Auto-tutorial Unit
- -Career Development for Government Offices
- -Word Processing: Concepts and Career Paths
- -Prepositions: Giving/Receiving Directions
- -Fire Science Case Studies
- -Letter and Technical Report Writing
- -How to Initiate the Computer Terminal
- -Women Involvement Now
- -Fire Academy 71
- -The Library as a Source for Career Education Materials
- -Answer to Complaint
- -Following Written Directions
- -Objectives--Evaluation and Media

II. Inservice Training

A staff-development course, Career Education, was offered in the spring, 1974. Twenty-one faculty members enrolled in the course which provided information...on the background of career guidance and theory, and career development. Participants were provided with experiences which will enable them to utilize the new Santa Ana College Career Development Center for group and/or individual sessions, and relate new directions in counseling and instruction to career development and an accountability model. The Orange County Career Education Consortium guidelines were provided to aid participants in developing career education materials for the new center.

A. Santa Ana College

Seventy-one persons attended inservice training at Santa Ana College. Thirty-five of those in attendance were teachers,

thirty-two were counselors, three were administrators, and one was a director. Descriptions of the inservice training which was offered are as follows:

-Orientation to Career Consortium guidelines
-Five sessions concerning questions, discussion, and preparation of the career-unit outline development
-Two sessions concerning the development of an airline unit
-Design of Marketing unit
-Design of Real Estate and Insurance units
-Design of Secretarial Science unit
-Design of Water Utility Science unit
-Presentation of Career Planning Center activities

B. Career Education Center

Sixty-three persons attended inservice training at the Career Education Center. Forty-seven were teachers, seven were counselors, and nine were in other scholastically related occupations. The subjects discussed in nine sessions were directed to the research and development of career proposals and their evaluation.

III. Career Education Guidance Activities

A. Santa Ana College

Approximately 4,800 students utilized the Career Planning Center; eighty-four groups of students participated in activities offered by the Center. The tests administered included: Kuder, 2659; COPS, 44; Self-directed Search, 25; and the Edwards Personality Profile, 2317. Eighty-eight teachers assigned their classes to utilize the Center, and forty-two visits were made by counselors to classrooms to provide career education.

Other career education activities included:

-Inservice workshops for staff and community
-The staff development course, Career Education
-The visit by a state evaluation team to the Center
-A visit by a facilitator to the personnel department of IBM to learn of their requirements for service representatives
-Weekly meetings of SAC counselors to familiarize them with materials and services available
-A presentation of college and Continuing Education courses, grant programs, and career information to the inmates at the Chino State Prison for Women.

B. Career Education Center

Three hundred and eighty-two students utilized the Career Planning Center at the Chestnut facility. Five hundred and seventy-five students enrolled in career-planning courses, and seven groups of students used the activities of the Center. Thirty-two COPS tests were administered. Two Interest Inventories--one aptitude, one personality--were given; five Kuder and five Edwards Personality Profiles also were administered. Four teachers assigned their classes to use the Center, and three visits were made by counselors to classrooms to provide career information.

IV. Career Media Evaluations

The following evaluations were made of career-planning media:

1. "The Changing World of Women," a sound tape for grades 13-14; available at Santa Ana College. Subject: an historical perspective on women and careers. Evaluation: excellent.

2. "Santa Ana College Career Planning Center," a sound tape for grades 13-14; available at Santa Ana College. Subject: planning, growth, and services of the Career Planning Center. Evaluation: excellent.

3. "Jobs of the 70's," a commercial filmstrip for grades 12-14; available at Nealley Library, Santa Ana College. Subject: career guidance. Evaluation: excellent. (A second evaluation of "good" was given to the filmstrip later in the year due to its age.)

4. "Careers in the Seventies," a commercial filmstrip for grades 13-14; available at Nealley Library. Subject: counseling and career planning. Evaluation: excellent.

5. "The Noble Breed," a commercial filmstrip for grades 11-14; available at Santa Ana College. Subject: fire science. Evaluation: excellent.

6. "F. Herzberg's Motivation Hygiene Theory," a commercial filmstrip for grades 13-14; available at the Business department, Santa Ana College. Subject: business-management courses. Evaluation: excellent.

7. "What's Ahead," a commercial film sound tape for grades 13-14; available at the Business department. Subject: bilingual secretaries. Evaluation: excellent.

8. "You Can Help," a commercial filmstrip for grades 13-14; available at the Insurance department, Santa Ana College. Subject: the business department. Evaluation: excellent.

9. "The Employment Interview," a commercial film sound tape for grades 13-14; available at the Secretarial department, Santa Ana College. Subject: the business department. Evaluation: excellent.

V. Evaluations of Career Education Speakers

A. Santa Ana College

Four hundred and twenty-five students and fifty teachers attended speeches given on topics relevant to career education. All of the speeches except one were rated as excellent, and all were recommended for their value to others.

The topics of the presentations were:

-"A Career as a Pharmacy Technician," by Dr. R. Blair, Orange County Medical Center.
-"How to Use Your Career Planning Center," Ida Rotcher, Santa Ana College Career Planning Center
-"Career Consortium and Field Testing Career Units," (3 presentations) by Peggy Smith, Santa Ana College Career Education facilitators
-"Entrance Tests," Frank Black, Santa Ana College counselor
-"Women Returning to Education and Careers," Marion Sneed, Vice-President of Student Affairs, Chapman College
-"Women Returning to Education and Careers," Judi Grutter, Placement office, California State University at Los Angeles
-"Careers in Fashion," Mary Homan, Fashion Institute, Los Angeles, (rated as "good.")
-"Careers in Insurance," Larry Gundrum, chairman of the Department of Insurance, Santa Ana College
-"Women in Non-traditional Careers," Edythe Peters, University of California, Irvine
-"Market Research in a Large Consumer Food Company," Robert S. Beattie, Marketing Research Manager, Hunt-Wesson Foods
-"Marketing in a Recreational or Amusement Park," Richard Burns, Marketing Manager, Knott's Berry Farm

B. Career Education Center

Five hundred and fifty-six students and eighteen teachers attended speeches on career education at the Career Education Center. The speeches were rated

excellent and were recommended for their value to others. The topics were:

-"Railroad Jobs," Dennis Lusk
-"Careers in Fashion," Darlene Latinville, Fashion Institute of Los Angeles
-"How to Become a Fireman," Charles E. Howard, Santa Ana Fire department.

VI. News Releases

Several persons involved in the Career Education Project in the Rancho Santiago Community College District were introduced to the faculty in the District in the January Career Education Newsletter of the Orange County Consortium. News Releases describing three curriculum units may be seen in the attached June newsletter.

DF:cr
Attachments

7/25/74